PEOPLE IN AID

Promoting good practice in the management and support of aid personnel

Policy Guidelines

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What are People In Aid Policy guidelines?

Since its conception, People In Aid has been bringing together agencies working in aid and development with the overall aim of improving the management and support of their personnel – people who often face difficult living and working conditions for the sake of others.

This document is part of a People In Aid initiative, the 'Policy Pot', whereby agencies share their knowledge and experience of a particular issue in order to increase the quality of people management generally within the sector. For those agencies which have no established policy we hope the document both prompts and assists you. For those agencies which already have a policy, perhaps the document will encourage a re-think in one or two areas, or a complete revision.

The following notes are not intended to give you an 'off the shelf' policy which you can immediately use within your own organisation. They do, however, offer you the thinking and experiences of other agencies in our sector and prompt you to assess how your own organisation, with its unique mission, values and resources, can best respond to your organisational and staff needs in this important policy area.

The People In Aid Code of Good Practice suggests that human resource policies benefit the organisation most when staff have been involved in their creation. We would also like to remind you that policies are not created to sit on a shelf: to be effective staff may have to be trained in their use and management must ensure that they are implemented and their effects monitored.

We hope to be continually updating our policy guideline documents. This relies on new knowledge and experience being relayed to us by you. Please e-mail us on info@peopleinaid.org with your contributions and comments.

Introduction

Induction, briefing and handovers all have a common link – they are about knowledge transfer. On working through the development or improvement of policy guidelines on these topics, an organisation will inevitably be faced with the foundational question on how it organises its knowledge, what system it uses for storage and retrieval and how it updates knowledge.

Knowledge Management can be broken down into three sections:

- ***Collation:*** Collecting and sorting knowledge. This could include surveys, strategies, proposals, evaluations, feedback, job specification outlines etc.
- ***Presentation:*** How this information is then made accessible to personnel. This would include handbooks, videos, reports, checklists, discussions, intranet etc.
- ***Transfer*:** How this information is passed from one to another. Utilisation of the different presentation options with a combination of communication skills / techniques to ensure the recipient grasps the key knowledge needed to carry out their job description efficiently and effectively.

For the purpose of this *Policy Pot* we will be focusing on knowledge transfer in the form of Inductions, Briefings and Handovers.

Acknowledgements

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Acción contra el Hambre, ALNAP, British Red Cross Society, CAFOD, Christian Aid, CONCERN Worldwide, International Alert, Islamic Relief, The Leprosy Mission, MAF-Europe, Medair, MSF, Oxfam, People In Aid, SAFDEM, SCF-UK, Tearfund, Trocaire, World Vision, and ZOA Refugee Care.

Methodology

Information was gathered through the following mechanisms

1. E-mail sent out to 48 agencies, (covering Europe, USA, Australia and Africa), as well as UN organisations and institutional donors, between the 9th December 2004 and 19th January 2005.
2. Telephone interviews using a simple questionnaire were conducted with 14 agencies within the mid 2 weeks of January. (See Annex for sample of questionnaire).
3. Case study / Questionnaires were sent to 3 individuals who had recently passed through inductions when transferring from one agency to another. 2 further individuals agreed to write a response to their impression of these topics in their experience. (See Annex for feedback from the Questionnaire).
4. Materials received from agencies that were able to respond. Note some samples of induction and handover material were received, plus a strategic approach to briefings.
5. Input from recent studies carried out by ALNAP.
6. Aid workers net – materials and discussion input received from the forum on managing people.
7. Material sourced from the internet

Many thanks to all those who gave of their time and knowledge to add to the value of this document. It is acknowledged that with the Tsunami crisis occurring at its peak in January, many found it hard to give the input they would have liked. However, this is a dynamic document and any input or feedback to further enrich its content would be gratefully received.

Support for Creation of a Policy[1]

- In recognition that all organisations are in a learning process and that such a guideline would seek to support this process.
- All organisations make policy decisions regularly. They just do not call them policies, and they often do not write them down. So, writing your policies can be a simple matter of formalising decisions which have already been made.
- Writing decisions in the form of policies and distributing them to paid and volunteer staff can lend them greater import and perhaps better ensure compliance.
- Many policies are developed because of crises or problems. When something goes wrong, it becomes apparent that a position or policy is needed, either to decide what to do now, or to prevent the situation from recurring. So policies determine action and set boundaries beyond which one cannot go.
- Policies clarify responsibilities and define lines of communication and accountability.
- Policies provide a structure for sound management. Since they often identify the 'what' and sometimes even the 'how,' they can bring about programme improvements and increase effectiveness.
- Policies ensure continuity over time and from staff to staff. In this sense, policies endure. They promote equity and standardisation.
- Policies establish values, beliefs and directions for staff involvement. They connect the staff development programme to the larger organisation and its mission.
- Policies can be a source of pride and satisfaction for managers in a well-run programme. They articulate the importance of staff and form an important, concrete, ongoing element of staff recognition. Policies thereby contribute to increased staff satisfaction and productiveness, and enhance staff retention.

Principles of sound and professional HR management are equally important. In fact, policies and good management inform and support one another. Both are critical to successful, responsible, and safe staff action.

Investment

Having spent time and money on recruitment and selection it is absolutely crucial that a high standard is set at inductions and briefings as the first impression often leaves the biggest impression on a new staff member. When a person is received in a welcoming, well organised and well presented induction or briefing their buy-in to the organisation is higher, with returns of increased commitment and agency loyalty, motivation and higher productivity.

Health and Safety

Entering a new environment any new team has its acknowledged level of stresses. This is compounded by the fact that the environment aid workers work in is often insecure, culturally diverse and demanding on expected outputs. The more thought out and planned the process of induction, briefing and handover is, the less stress placed on the staff member, the more secure and aware they are of the security procedures, the quicker they will be productive for the team.

There is also an increasing awareness of the legal responsibility employers have towards preparing their staff to the best of their ability for work tasked to them. In failing to discharge

[1] From the Article: **Benefits of Policies**, By Linda L. Graff - From *By Definition: Policies for Volunteer Programs*

these responsibilities adequately towards all categories of staff the employer places them at risk and opens their organisation to possible litigation.

Good Practice: General

All agencies operating in relief, development or advocacy have learned the hard way that proper support and management of staff is a critical success factor in delivering their mission objectives. Any initiative, which can enable employers to become clearer about their responsibilities and accountabilities, will ultimately help them become better managers of people, and therefore better providers of quality assistance.

People In Aid Code

The intention of the Code is to improve agencies' support and management of their staff and volunteers. By endorsing the Code, an agency is recognizing that those who work for it, both international and national staff, are central to the achievement of its mission. Thus in seriously tackling induction, briefing and handovers an agency is confirming its commitment to move towards meeting the following principles that form part of the People In Aid code:

Guiding Principle:
People are central to the achievement of our mission.

Principle Two: Staff policies and practices
Our human resources policies aim to be effective, fair and transparent.

People In Aid recognise that our policies must enable us to achieve both effectiveness in our work and good quality of working life for our staff. We do not aim to respond solely to minimum legal, professional or donor requirements.

For indicators, see the full People In Aid Code. *www.peopleinaid.org*

Principle Three: Managing people
Good support, management and leadership of our staff is key to our effectiveness.

Our **staff have a right to expect management which prepares them to do their job** so we can, together, achieve our mission. Our management policies, procedures and training equip our managers to prepare and support staff in carrying out their role effectively, to develop their potential and to encourage and recognise good performance.

Principle Six: Learning, training and development
Learning, training and staff development are promoted throughout the organisation.
We recognise the importance of relevant training, development and learning opportunities, both personal and professional, to help staff work effectively and professionally. We aim to instil a culture of learning in the organisation so that we and the staff can share our learning and develop together.

Key Indicator
1. **Adequate induction, and briefing specific to each role, is given to all staff**.

Current Peer Approaches

(See Annexes N & O for answers given to interviews)

Of the 14 agencies that interacted in this research into what methodologies and guidelines are used currently, a wide range of responses were received, covering agencies in the following categories:

- Recruitment and secondment only – thus induction was their priority. Briefing and handover was assigned to the agency receiving the seconded staff member, and this usually occurred at field level.
- Large agencies who had developed policies and had full time staff members to ensure compliance and thorough inductions.
- Medium sized agencies that were still developing policies and were operating off checklists.
- Small agencies that relied on internal knowledge of what needed to be conveyed to the new staff member.

Thus we see a trend in that as an agency grows, so the need for such policies and tools increases. Ideally, the impact of these policy guidelines would be to speed up the process to ensure support of new staff is effective.

The majority of agencies interchanged with the definitions used for three processes:

- Selection / Application
- Orientation / Induction
- Induction / Briefing
- Briefing / Handover
- Handover / Debriefing

It may be helpful to picture this process in the following diagram:

Error! Objects cannot be created from editing field codes.

Lack of Clarity and Systematisation

In the questionnaire interview one of the questions asked was who was responsible and accountable to ensure that inductions, briefings and handovers occurred. The answers were varied, but the conclusion confirmed that there is a definite lack of clarity, particularly with concern to local staff, on what the objectives are, who is responsible and the inter relationships between the three steps: induction, briefing and handover. A majority of organisations only had feedback at the debriefing stage, so well after the completion of the individual's contract, making it impossible to rectify any gaps identified in the processes.

In one case study, training had been organised by an agency for local staff on management skills. During this training it evolved that the local staff had been unaware of what a Non Governmental Organisation was, what non profit meant and why salaries and rewards were linked to programme time frames. This showed a lot of misunderstanding could have been avoided with local staff if proper inductions had been carried out. Coupled to this a higher commitment would have been fostered to the agency itself.

Lack of clarity and systemisation leads to poor learning outcomes as well as lack of reference points and frameworks that are needed to help ascertain performance and accountability.

The Use of Checklists

Regardless of whether or not there is a formal programme drawn up for inductions, briefings and handover, or whether HR or line mangers implement the processes, it is important to keep a checklist of the requirements (both material and information needed). This record should ideally be countersigned by the individual and the managers and kept as a record in their personnel files. This information could be used to help draw up further staff development plans, produce evidence of training received, and ensure compliance to health and safety regulations.

Evaluate your current checklists:

- How useful is the current induction, briefing or handover process - how do you know?
- Are there suitable induction, briefing or handover materials?
- Are all roles and responsibilities clearly defined, communicated, accepted and understood by current staff?
- What links are there between induction, briefing and handovers?
- Have you noted any training, support or assistance requirements evident from conducting inductions, briefings or handovers?
- Has the new staff member been equipped sufficiently so that they can become an effective member of the team quickly?
- Do new employees have the opportunity to evaluate the process - what is done with this information?

Induction Policy

Definition

Induction is the learning process by which an organisation receives and familiarises new employees with the organisation, by finding out about its structure, function, norms, rules and procedures.

Inductions normally take place at site of recruitment or at a regional or central hub.

Using a formal induction course

<u>Advantages</u>

- saves inductors' and managers' time by dealing with a group rather than several individuals.
- ensures that all new recruits are given a positive message and consistent information.
- can employ a range of communication techniques including:
  - group discussion and projects
  - presentation (PowerPoint/overheads/slides/videos)
  - visits and guided tours
  - off-site training sessions
  - involvement with departments and peers.
- enables new recruits to socialise with each other and build cross-functional relationships.
- is relatively easy to arrange.

<u>Disadvantages</u>

- contains a range of subjects that are unlikely to appeal to a cross-functional and mixed ability group of new employees.
- may take valuable time after the inductee joins the organisation, which disrupts integration into the work team.
- is less personal and involves managers and HR personnel rather than colleagues and local supervisors.
- contains too much information to be assimilated in a short time.
- is not a true reflection of either the organisation or the job
- individuals may not be able to attend all sessions in a series of induction presentations resulting in incomplete induction.

<u>What to avoid</u>

- providing too much, too soon; the inductee must not be overwhelmed by a mass of information on the first day.
- pitching presentations at an inappropriate level - either too high or too low.
- HR rather than local personnel providing all the information.
- creating an induction programme which generates unreasonable expectations by being more interesting and more exciting than the job itself.
- demanding that inductees stop interesting and useful work to go to a dull presentation. This hinders integration and devalues the induction process and, possibly, the HR group.

Guidelines for Drafting an Induction Policy

See Annex A for an example of an Induction Policy

1. Ensure that board and senior management are fully supportive and behind the development of an Induction Policy. It is imperative that ownership and momentum, coupled to accountability is central to the success of the policy development and implementation.
    a. This can be achieved through the strategic planning meeting, board meetings or management meetings.
    b. The action point can then be captured in minutes and a memo sent to all staff underlining their commitment and reasons behind the need for such a policy. For example:
        i. Strategic and Corporate Decision
        ii. Professionalism
        iii. Organisational Support
        iv. Structure
        v. Knowledge Management
        vi. A process of improvement that can be tracked

2. Inclusion: It is vital that all staff recognise and own the importance of a good induction process and hence should be seen as an important part in its developing and drafting. Suggested approaches to encourage this participation:
    a. Questionnaire
    b. Working groups
    c. Feedback mechanism
    d. Ongoing, through reviews and debriefing interviews.

3. Momentum: Once the commitment to draft and implement a policy is taken a clear (realistic) time schedule should be worked out and worked to, allowing feedback and improvement throughout the process.

4. Policy Tips: It is important to ensure your policy:
    a. Is appropriate to your organisation
    b. Includes a commitment to comply with…e.g. codes of good practice
    c. Has commitment to continually improve the effectiveness of the policy
    d. Provides a frame work for reviewing objectives and effectiveness / impact.
    e. Is communicated to all in an understandable way
    f. Reviewed for suitability

5. Impact of a good induction
   <u>New employees will:</u>
   - Settle into their new environment quickly with minimum stress for themselves and their colleagues.
   - The organisation demonstrates that it values the new employee, making them feel welcome and giving them a sound impression of the organisation.
   - Develop the skills and knowledge they need to do their jobs quicker and thus increase performance in a shorter time.
   - Understand more fully how their roles relate to the rest of the organisation and thus ensure more harmony and initiative.
   - Understand and adapt to the culture of the organisation in a more informed and supportive way, thus being able to communicate more effectively to stakeholders.
   - Have clarity on the standards of behaviour and performance expected of them and will be more accountable.
   - Become motivated and effective members of the workforce as quickly as possible.

Impact of a bad or non existent induction:
Once new employees get off to a bad start it is increasingly hard to win back the poor first impression. The results may be:

- Poor integration into the team
- Low morale
- Loss of productivity / poor performance
- Early departure – leaving before end of contract date
- High turnover may be indicative of poor induction.
- Decreased retention ability. For staff having passed through a bad experience their commitment to longer contracts will be reduced and the likelihood of second or third missions diminished.
- Damage to the organisation's reputation
- Additional costs will be incurred due to the need for recruitment.
- Turnover of such staff lowers the morale of remaining staff.

6. Duration: Inductions should be understood as an extension of the selection process and the beginning of a staff development programme.

   Though having a standard induction policy and outline is vital it should be understood that each inductee is an individual and the programme needs to be moulded and organised to meet their needs as well as the needs of the programme and existing team.

   Reality Check
   It is recognised that there are many problems, internal and external, which can affect the length and depth of an induction, particularly in emergency programmes. These problems should be acknowledged, planned for and minimised as much as possible as a good induction is extremely important to both new staff members and those already in post. Key problems can include:
   - time restrictions and availability of other staff
   - individual needs
   - the external environment.
   - the complexity of the job/role

   It is recommended that sufficient time be planned in order to support the individual whilst they are becoming an efficient and effective staff and team member.

7. Preparing for an Induction: The preparation of an induction is the key part of its success and adequate time should be set aside for planning and preparing for their arrival and induction process. The planning phase will involve a number of staff and departments, plus the collation of material required for use during the sessions. In order to assist in this preparation an "Induction Checklist" is recommended to ensure all areas of relevance are covered. (See Annex for Induction Checklist example)

   The person responsible for the planning and co-ordination of inductions should be able to answer the following questions:
   1. What is the purpose of an induction?
   2. How to prepare for an induction?
   3. What methodology is used to conduct an induction?
   4. What documents and relevant material are needed for the induction?
   5. What the following steps are post inductions?

Tips on Creating an Induction Plan:

- Make a list of all information the inductee needs to know. This may be broken down into different headings such as: Infrastructure, Administrative, Agency / Programme
- Consider the sequence of the induction process. For example, starting with the bigger picture (thus meeting the director for an overview of the organisation), before zooming in on their actual new role. Depending on the environment it may be advisable to settle the new comer directly into their new work space before beginning with the bigger picture.
- Set aside time when the newcomer is able to meet all the staff.
- It may be advisable to assign one particular person to act as a “buddy” or mentor to the inductee. This is a person, not their immediate line manger or anyone from HR, but rather a colleague to help them settle in or to be available to answer queries and keep an eye on them throughout the process.
- Ensure that everyone is aware of the newcomer’s role and the timing of their induction process.
- Try not to schedule a heavy work load in the first few days / weeks – allow time for the newcomer to adjust and learn the ropes.
- Ensure to plan in time at the end of each day to review how the inductees are doing.
- Ensure meal times, coffee breaks are planned into the schedule and that someone is appointed to be with the inductees at these times.

8. Useful documentation to accompany an induction: Documentation needed may vary depending on whether or not the individual is new, transferring, or a returning employee. The responsibility of the work to which they will be going may also impact the nature of the material needed. However, there should be a number of mandatory documents covered alongside a list of more specific documents relevant for each individual’s new role. A checklist outlining these is helpful to ensure essentials are not forgotten and will help the newcomer refer back to them at a later date.

   These may include the following:
   - Induction plan
   - A copy of the letter of appointment
   - Head office / field site contact lists.
   - Management structure and organisational charts
   - Terms and conditions of employment
   - Staff health policy (both at head office and country of operation)
   - Organisational procedures and plans.
   - Issue of property
   - Use of agency resources
   - Personnel policies
   - Agencies vision, mission and values.
   - Learning and development planner
   - Staff details forms

9. Implementation Phase: Inductions are resource intensive and must therefore be planned well and managed throughout the process in a timely and effective manner.

   It may be helpful to divide the induction into a number of phases. For example:
   - Phase One: Application
   - Phase Two: Appointment
   - Phase Three: Day one to ….. as per own organisations time frame (e.g. 1- 5 days)
   - Phase Four: Probation period – for example first three months.

   For examples of what could fall under each phase see Annex A, Induction Policy Draft.

10. Contents of an Induction Process: These vary from agency to agency, however a number of principle categories can be followed:

- **Organisational information**: History, background information, board and staff structure, size, strategic aims, values, activities, methodologies, funding base …
- **Key policies, procedures and systems**: HR, Finance and Office Management briefings including Staff Handbook; health and safety, financial procedures, IT systems …
- **Personal information**: Pay arrangements, terms and conditions, sickness and holiday procedures, hours of work
- **Practical information**: Toilets, lunch breaks
- **Team information**: Team Strategy and Operational Plan (and budget if appropriate), roles and responsibilities in the Team, the nominated person from within the team/department who will be available to answer any routine queries that arise during the newcomer's first weeks. This may also be the person who starts the briefing section.
- **Job specific information**: Job information, e.g. description, standards of performance, communication arrangements, training needs
- **Other categories of information (according to the needs of the post)**:
    - Detailed programme briefings
    - Management information systems
    - Finance induction
    - IT training
    - HIV/AIDS basic awareness training
    - Basic gender awareness training
    - Security training (for staff that travel overseas as part of their work)
    - Introduction to the Information Resources Centre

(See Annex for an example of an Induction Plan)

11. Induction Methodologies: Here is a list of some of the ways in which an individual may learn during the induction process:
    - One on one meetings with key focal points
    - Group training / information sharing lectures
    - Media presentations
    - Self-managed induction (reading, intranet-based etc)
    - Use of evaluation of objectives set.

12. Evaluation of Induction: Holding post-induction reviews, either formally or informally is essential to ensure effectiveness of the learning process and in order to capture improvement propositions. Tracking staff (e.g. early leavers) and evaluating if impact of induction was part of their reason for departure is a way of prioritising activities in the processes that need improving. Thus staff should be offered the opportunity to feedback on how they found the induction process.

13. Legal Compliance: To ensure local legal compliance (outside the UK) it is strongly recommended that a relationship is established with an in-country lawyer who is able to develop an understanding of the organisation. This will ensure that any employment arrangements made are legally compliant in-country and that as an organisation we remain up to date with local legal changes. In some situations advice or approval must be (or can be) sought from the Government's labour or employment office.

    <u>Local / National Action</u>

    Whilst it is unlikely that there will be any local legislation that will affect how inductions are conducted within the site programme, it is likely that there will be legislation that impacts on *what* is covered during inductions. This may include information on health and safety guidelines, the terms and conditions of employment etc. An agreement with the local legal representative of any compulsory areas that must be covered during the induction phase should be made.

Briefing Policy

Definition of Briefing

Briefing is the learning process through which the new employee builds on the information gained from the induction and focuses on their specific roles and responsibilities as well as the contextual setting of programme they are entering.

Briefing normally takes place at the site where the new employee will be directly managed from, though a bigger picture view should be given at the head office where this is possible.

Using a formal briefing approach

There is an overlap between induction and briefing, with a number of agencies amalgamating the wording. However, briefing is a definite entity on its own and is a necessary bridge that needs to be crossed prior to an effective handover taking place.

<u>Advantages</u>

- ensures an up to date information report is prepared that captures historical, current and possible future scenario's on the country context in relation to the agency's programme and strategy.
- introduces the incomer to the actors / stakeholders relevant to their role within the bigger context.
- focuses on the health and security issues directly impacting the incomers team, yet linking it to the country context.
- ensures that all new recruits are given consistent information.
- helps apply cross cultural understanding that may impact the working environment.
- enables new recruits to socialise with line managers that may well be based at significant distances from their actual site of work.

<u>Disadvantages</u>

- contains too much information to be assimilated in a short time.

Guideline for Drafting a Briefing Policy

See Annex F for an example of a Briefing Policy

1. As briefings usually fall to the line managers / operational staff, there needs to be an agreement and ownership from them on the importance of developing and implementating a well planned and structured briefing policy.

2. A consultative approach is recommended to decide what, for your agency, constitutes the basic contextual knowledge needed to be explained to each newcomer with regards to the country programme they will be involved in.

3. Information should then be gathered and a regular updating process instituted so as to ensure information is current. It is key to ensure that presentation is done with the view to ensure that the individual sees how their own job impacts or is impacted by this knowledge.

4. Timing and duration: The briefing should ideally take place within the first two weeks of employment and should be seen as the bridge between induction and handover. A briefing may take place in a number of sites. It normally starts with the induction process and is completed during the handover process, and thus there will be a number of

people responsible for the flow of the process. The programme / support manger at the head office of the agency:

- The HR officer
- The line manager
- The predecessor (where applicable)

It is therefore essential that all parties have communicated and ensured information to be shared is correct and each are assigned their part. Ideally a scaling down process evolves where the bigger picture is shared at head office and the detailed picture is shared by the line manager and processor.

5. Methodologies: A combination of styles can be used to ensure knowledge transfer is accomplished in a user friendly way. For example utilisation of national staff who have the best cross cultural knowledge as well as insight into health and safety issues.

6. Documents Needed for a Briefing Process
    - A briefing checklist
    - Briefing pack
    - Briefing agenda
    - A copy of the job description
    - A copy of the work objectives for the post.
    - Budget reports (where applicable)
    - Strategic planning cycle of the agency
    - Lists and contacts of suppliers
    - Lists and contacts of donors and government offices
    - Emergency update and country specific reports

7. Evaluation: ongoing evaluation in order to improve presentation and context should be measured, as well as to ensure impact of foundational knowledge is assimilated.

    <u>Impact of a good briefing</u>
    An effective briefing will:
    - Allow employees to fully understand the environment and context within which they will be working.
    - Allow employees to understand their individual roles and how these relate to their colleagues, the organisation, and its affiliates
    - Reduce the risk (e.g. safety or security) for employees and the organisation that inevitably results from a new employee.
    - Increase employees' success in commencing, transitioning and integrating into their new employment.
    - Reduce mistakes and improve employees' quality of work and related performance.
    - Increase (rather than decrease) an organisation's ability to respond quickly and reliably to new challenges.
    - Reduce the anxiety common with new employees by allowing them to become fully operational in their jobs, sooner

Handover Policy

Definition of Handover

Handover is the introduction of the successor to their role and responsibilities at their station of work. It incorporates the transfer of knowledge from the predecessor to the successor as well as the handing over of authority and responsibility for the continuation of the job. It usually involves the handing over of finances, assets and the taking on and continuation of established professional relationships with stakeholders. It is vital to view a handover as an important bridge in the learning process.

"*A good handover is a tailor-made consultancy, providing a coaching, briefing and training session all rolled into one, enabling the incomer to do twice as good a job as they would otherwise - at least in the crucial first few months of their assignment*.[2] "

Using a formal handover approach

Handovers, particularly in emergency settings, are often rushed and ineffective as little to no guidance on how to plan and deliver and handover is given. Planning handovers is a commitment that all line managers from field to head office need to take seriously and practically, acknowledging that a good handover will far outweigh the "no time" reactionary response often used.

<u>Advantages</u>

- decreased stress for incomer
- good transfer of relevant knowledge to ensure the incomer is up to speed and effective in the softest possible time.
- ensures key day to day activities are explained and longer term deadlines chartered.
- helps create structure for the out-goer, who is usually tired.
- encourages continuity
- promotes longer term commitment as staff feel safe.

<u>Disadvantages</u>

NONE!

Guideline for Drafting a Handover Policy

See Annex G for an example of a Handover Policy

1. Staff Commitment: Having all the best procedures and polices in place by management is still not enough to effectively manage a good handover. There needs to be a level of pride and commitment from the individuals who are involved in the handover that ensures they invest in the handover:
   a. Invest in communicating the bigger picture to the team so that they can see and understand their role and impact in the overall strategy – this increases their buy-in and motivates them to invest even if they will not remain to see the final outcome.
   b. Ensure acknowledgement and thanks are conveyed in an appropriate way to the outgoing person, as when they feel valued they will want to leave a good impression.

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[2] Quote taken from a participant in the aidworker network forum network

2. Budget / Planning: Budget handovers in and plan in advance for the new incoming person to be available in a timely fashion, as this underlines the agency's commitment to the outgoing person, and once again shows their value of the work done. When this is not possible due to unforeseen circumstances or inability to recruit, this should be communicated well to the outgoing person, allowing them the opportunity to postpone their departure or to have the time to leave good handover notes and information for the future person. It is mostly poor communication that leads to frustration and misunderstanding of why handovers were not possible.

   Impact of a poor handover:
   - Uncertainty and lack of confidence on the part of the new 'position holder'
   - A longer learning period for the new position holder
   - Loss of respect for the out going post holder (especially if the handover results in confusion and crisis)
   - Loss of assets
   - Poorly functioning team and programme, thus reduced impact on beneficiaries.
   - Missed deadlines and possible loss of funding.

3. Good Preparation: Planning a handover takes time and energy, thus having a template / checklist of procedures in place to have information collated and presentable at all times greatly facilities this process. Unplanned or poorly planned handovers lead to loss of time and frustration for the incoming person. The danger for the outgoing person is that they enter a "shut down" phase, where they are no longer interested in the full investment of their time and energy and are already gone in their minds.

4. Duration: Though this is dependent on the nature and level of responsibility of the job, it is important to have a guideline in the organization to facilitate time management planning. An example of a handover time guide is as seen below:

Level	Role	Time: Minimum	Comments
1	• Logistician • Technician • Nurse / Doctor • Distribution Monitor • Etc	3 – 7 days	Depends on the complexity of the role and whether or not the incoming person is new to the sector / agency or not.
2	• Co-ordinators • Team Leaders • Managers • Officers	5 – 10 days	As above. *Where possible, it is advisable to have the handover covering an end of month routine.*
3	• Directors	7 – 14 days	For director new to the agency and region this could be lengthened.

5. Steps for making a handover plan: On reading through the many comments of aid workers who have experienced rushed, late at night handovers, with no structure or prioritizations made, it is no wonder that there are a few who no longer see the value in handovers.
   a. Set date and time frame of handover well in advance
   b. Review job description and update
   c. Draft a Gantt chart showing day to day / month to month key activities / meetings etc.

d. Make a clear priority list for the coming month to three months.
e. Prepare all materials needed for the handover.
f. Prepare a work place for the newcomer.
g. Communicate to current staff, authorities of new comer.
h. Create a handover check list (see examples in Annex)
i. Ensure a buddy or mentor in place to continue support once out goer has left.

Tips:

- In the environment that aid takes place there is always an unpredictability about what the next day holds. Local authorities may choose to deny access, expel personnel, insecurity may dictate a sudden departure, illness may affect staff etc. Bearing this in mind, the need for a clear management system that gives a structured reporting and communication directive is essential. By maintaining a neat and orderly filing system and record archive, a lot of knowledge can be retained in the organisation, reducing the loss that occurs with the departure of a staff member.
- By always keeping in mind that you will be handing over your post to someone else, you keep a record of all that you do form day to day, week to week, month to month, so that this is available at short notice. The use of charts and tables is an ideal way of capturing and transferring information. For example Gantt Charts.

<u>Keep it Simple</u>, where possible standardise – as this eases staff transfers within the organisation and ensures a quicker adaptation.

- Where time permits a good way to start a handover is to allow a time of "shadowing". This allows the successor time to observe the work routine without as yet carrying the responsibility.
- For senior management positions, once the official handover has been made, it is recommended that the predecessor is absent for a period of one to two weeks and then returns for a few days to finalises he handover. In this period the successor may well have come across information gaps and be able to clarify. This also allows the predecessor time to complete personal closure and finalisation of their accounts etc. away from the job demands.

(See Annex for examples of handover agendas / checklists.)

6. Handing over: Protect this time as much as possible. Team buy-in is essential to cover the person handing over so as to allow them the time needed.
   <u>Priorities to consider:</u>
   - Accounts / Finances: Ensure that all accounts are completed and finances handover in a transparent and professional manner.
   - Assets: Keep an up to date list of each asset on the project and ensure the successor notes their whereabouts, status and use.
   - Strategies and project objectives (log frames etc.)
   - Budgets and current expenditure status (both actual and pending).
   - Banks and other legal change of signatures.
   - Personnel issues
   - Commitments made – minutes from meetings etc.
   - Suppliers
   - Professional relationships with stakeholders (this may take time and include travel – so should be planned for)
   - Travel to sites of operation – takes time and planning!
   - Keys!

Tip to Predecessor

- Consider what you would have liked to know and have in your handover – ensure it is there for your successors
- The greatest legacy that you can leave is that your reputation for handing over meant your successor is effective and the project continuity improves.

7. Evaluation: This should take place both for the incomer and the for the out goer so as to ascertain that the process worked for both parties. It is key to have a mentor or line manger follow up to cover any missing knowledge gaps and to evaluate what skills are missing to meet the job description.

Annexes

Annex A: Example of an Induction Policy

Below is an example of a possible approach to drafting an induction policy. The headings and outline are taken from feedback and outlines given by participating agencies. It should not be seen as prescriptive, but rather a platform to build and enrich from.

Principle (Commitment)

What underlies the driving motivation for an Induction Policy?

The agency is committed to ensuring that all new employees will receive an induction programme that provides sufficient information and support on entering the organisation so as to facilitate a smooth and productive settling in time. The induction programme will be designed to help them understand the organisation, set a standard for a culture of learning where the induction is seen as the start of this process, and reduce the risks involved in any new employment linked to health and safety, security and meeting all legal requirements. The agency commits to delivery of the induction in a planned and systematic process, structured and in a timely fashion.

In order to support this commitment the following five recommendations are made:

1. Inductions should be recognised as an organisation requirement for all staff at all levels.
2. All new employees should have a thorough and appropriate induction within the first 4 weeks of employment.
3. Cross cultural differences, language challenges, illiteracy or limited abilities do not preclude the commitment for induction, thus viable alternatives with appropriate communication techniques must be offered.
4. The use of standard templates and checklists should be considered standard practice.
5. The induction process should be considered the starting point of continued support and supervision, performance management, training and further staff development.

Aim of Policy

The aim of this policy is to explain how induction should take place within the agency and provide guidance for both managers and employees.

Good induction will ensure that new employees:

- Develop an understanding of the global aims, objectives, principles and values of the agency. This can be achieved through the use of a handbook or media material demonstrating the vision, mission and values of the agency.
- Gain a fuller understanding of the overall purpose of the agency as demonstrated through its strategy and approaches.
- Are introduced to the “culture” of the agency, with specific introduction to departments and teams. This can be enhanced by a diagrammatic display of the organisation’s organigram indicating relational lines of authority and communication.
- Develop an understanding of current procedures, practices and guidelines in relation to the general project administration and support. It is vital to ensure knowledge is gained on how to resource this information throughout their time contracted.
- Gain insight into the legal requirements that need to be met, including health and safety, security issues, compliance regulations and other relevant work environment related essential information (See checklists for examples)
- Gain an understanding of the opportunities, information and resources available for developing knowledge and skill to further enhance their performance.

Responsibilities

Good inductions are the responsibility of the entire organisation from the directors to each team member. The induction of a specific employee is ultimately the line manager's responsibility, however the HR department should be responsible for the organisation’s induction policy and for developing the full range of induction programmes and courses, in consultation with the managers. Departmental specialists will also implement some aspects of induction. HR should be responsible for the evaluation of the induction process.

Directors

Directors should have the responsibility to ensure that the induction process is given serious consideration within their department and that adequate procedures are in place to review the quality of inductions delivered to new personnel. Directors should be committed to reinforce the importance of having sound inductions into the organisation and ensure those conducting inductions are trained and equipped to do so.

Line managers

It is vital for the smooth running of their team that line managers buy into the process of induction and ensure their new staff have every opportunity to gain the skills and knowledge they need to be an effective and efficient team member. Thus line managers should be seen to reinforce the importance of having sound inductions in the organisation.

Induction Process

Preparation Phase

1. Ensure all relevant parties are aware of their responsibilities in induction. Circulation of an induction checklist which also explains each persons role and responsibility is a helpful reminder to all those involved. (See Annex for examples).
2. Ensure the timetable for the induction is well prepared and planned in advance.
3. Define a standard list of all mandatory topics that must be covered. This can be included on the timetable indicating who is responsible for disseminating this information. (See Annex for example of topics)
4. Ensure that all polices and practices, procedures and systems, as mentioned in the terms and conditions of service, are available and respective staff up to date on their explanation. (Examples of such policies: security, health, staff conduct, disciplinary and grievance, absence management, data retention, use of agency property and resources etc.)
5. Ensure you have the latest key contact list updated and relevant for the newcomer.
6. Ensure you have available all the latest relevant documents for the induction process: organisational charts, key contracts, reporting lines and communication, roles and responsibilities etc.
7. Ensure you have booked the conference / room for usage during the induction.

Timing Tips:

- Set time and start in advance with new employee
- Take into consideration current work load of team involved.
- Avoid unreasonable early starts. Sometimes 10:00 to 11:00 is better.
- Avoid Monday starts or straight after a public holiday – usually a busy catch up day for the team.

Implementation Phase

Phase One: Application

- Induction begins with the first contact with the potential employee and first impressions are essential.
- This response is usually undertaken by the HR department who should ensure a high standard of input is given in a timely fashion.
- A checklist of information material to be sent at this stage should be made and used; recording the date sent out and any following queries that must be answered. A

recommended time frame for response should be made, for example 2-4 days post request reception.

- Example of material commonly sent out at this stage:
    - Literature describing history, function, structure and background of agency
    - Details of post, job description, person specification, position of the post in the organisation and division (team) and any further relevant information connected to the specific job (relevant policies / procedures).
    - Clear instructions on how to proceed to application and contact details of the person responsible for the next stage.
    - Brief outline of what the applicant could expect from the agency at the following stages.

Phase Two: Appointment

- Prior to arrival of the new recruit, further information could be sent out in order to lay a better foundation for the on site induction process.
- Material that is sometimes sent out at this stage is as follows:
    - Staff handbook
    - Statement of terms and conditions
    - Personnel information: pension, insurance, health etc.
    - Induction agenda
    - Basic information so as to ensure the safe arrival and accommodation knowledge is clear.
    - A supportive list of what each person should bring to the induction. This may include information needed to set up payroll, registration; visa /work permit application, etc.
- All preparation work to be completed prior to arrival of the new recruit.

Phase Three: First Day →

- A good start is essential and clarity of how the induction will work should be given.
- A basic layout of the building and who to contact in case of queries should be conveyed.
- A number of agencies have put together an induction pack that is given out on Day One of the Induction. For example:
    - Induction introduction notes
    - Personal information
    - Induction guidelines
    - Orientation information
    - Information regarding performance management
    - Relevant forms that are needed by employees: time sheets, cost recovery sheets etc.
    - Day to day procedural information: fire procedures, health & safety pack, use of phones etc.
    - Organisational information.
    - Latest Annual Report
    - Video / DVD (media material) may be a part of the resource material.
- Follow the induction process plan and ensure it proceeds in a timely fashion throughout each day.

Phase Four: Probation / Review Period (First day – 3 months)

The newcomer will have started their new role and will be trying to meet the requirements of their job description. However, there will still be a lot of information about the organisation and about the sector that is still part of their on going development process and could still be considered a part of the induction process.
Topics under this section will include what is considered to be basic essential knowledge for anyone operating in this sector. For example:

- Legitimacy of Aid: Covering IHL, rights, humanitarian principles and legal issues.
- Best Practice: Codes of Conduct, Sphere guidelines, standards and resource guidelines.
- Humanitarian Sector Stakeholders: UN system, NGOs, governments, donors and the integrated role of the beneficiary.
- Security awareness and mitigation: Risk assessment, planning, incident management etc.
- Cross cultural skills
- Technological systems and tools: with special emphasis on good communication
- Role of media: how to handle the press.
- Logistical processes
- Financial / administrative mechanisms.
- Sector specific support: Medical, WatSan etc.

<u>Evaluation Phase</u>
Holding post-induction reviews, either formally or informally is essential to ensure effectiveness of the learning process and in order to capture improvement propositions. This should be the joint responsibility of the line manager and the HR officer.

<u>Compliance:</u>
Legal compliance with national laws should be crosschecked and incorporated into the policy on site.

Follow up to ensure all staff at all levels are ensuring the induction policy is implemented and evaluated for quality and effectiveness.

Annex B: Job Description of an Induction Co-ordinator

Example shared by a European NGO

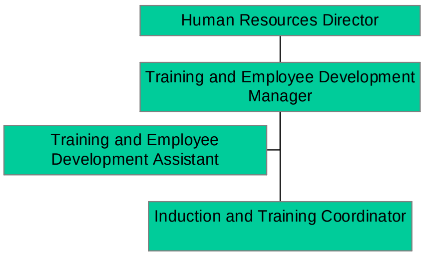
JOB TITLE: Briefing, Induction and Training Co-ordinator

1. MAIN PURPOSE OF JOB

To make available to all *agency* staff and volunteers an induction experience that provides inspiration, knowledge and support. To ensure that all staff and volunteers are contributing fully and enthusiastically and understand the *agency's* values, aims and objectives. Deliver training and development events that meet *the agency's* corporate priorities and mainstreaming objectives. To provide support to the Director of *the agency* in tasks assigned by him/her in relation to briefing and enquiries about the policies and procedures of *the agency*.

2. POSITION IN ORGANISATION

- Responsible to the Training and Employee Development Manager
- Works closely with the Training and Employee Development Assistant
- Works closely with the Common Knowledge Project and others working on knowledge management
- Works closely with all managers and staff within the agency
- Is given specific tasks/projects by the Director of the agency



3. SCOPE OF JOB

- Leading with the development of an induction strategy and the delivery of *the agency's* induction programme
- Ensuring a deeper awareness and understanding of *the agency's* corporate priorities and mainstreaming objectives such as gender and diversity issues within the organisation
- Face to face training
- Support for the Director
- Project work

4 DIMENSIONS & LIMITS OF AUTHORITY

- Provides briefing, induction training and development advice to managers and staff
- Trains staff on relevant subjects in particular Induction and Orientation
- Works with Training and Employee Development Manager to achieve corporate objectives in regard to training and development
- Works closely with managers on specific induction needs
- Ensures implementation of *the agency's* induction procedures

5 QUALIFICATIONS

Essential
- Educated to Degree level or vocational qualification in training and development or similar management qualification or working towards a relevant qualification

Desirable
- Relevant Chartered Institute of Personnel and Development qualification or equivalent

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6. EXPERIENCE

- At least two years experience of training or delivering classroom training courses or communications and management
- Working experience of designing a training programme to meet strategic needs
- A broad knowledge and understanding of the agency's policies and procedures, especially the development of strategic partnerships.

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7. DUTIES & KEY RESPONSIBILITIES:

(Only a few tasks have been unpacked for this annex example)

Leading with the delivery of induction training and development of an induction strategy: 30%
- Building on existing induction activities, develop and manage a comprehensive *agency* induction strategy, one that meets all the key knowledge and skills needs of new staff, and of existing staff moving into new roles.
- Update and develop appropriate induction materials
- Working with the international department and the HR Manager International, devise an induction strategy that orientates overseas staff and staff travelling overseas and their families so that they are familiar with *the agency* and its procedures. Deliver this strategy and provide face to face training and instruction where necessary
- Continuously update, manage and deliver the existing corporate induction course. Stage the course as often as necessary to meet the demand, currently four times a year.
- Working with Human Resources, keep employee and manager induction guidelines up to date and ensure that staff attend the orientation course and other obligatory sessions
- Working with the Training and Employee Development Manager and relevant managers provide input into early development plans for new recruits and follow up these plans to ensure that they are implemented.
- Follow up employees that have moved jobs within the organisation to ensure that they have an understanding of the agency.
- Provide active support for individuals and managers to ensure that induction and early development is running to plan

Providing face to face briefing and training (both internal and external) 20%
- Hosting external groups, including volunteers, overseas visitors and peer groups, ensuring that they are adequately briefed on the work of *the agency*.
- Together with the Training and Employee Development Manager identifying cross-organisational creative ways of offering new opportunities for learning and personal development in line with organisational goals, monitoring and evaluating their success or failure.
- Provide one to one training for staff when necessary.

Ensuring a deeper awareness and understanding of corporate priorities and mainstreaming objectives, such as gender and diversity issues 20%

Support the Director 5%

Project work 20%

Other 5%

Person Specification		
Abilities	**Skills**	**Knowledge**
Essential • Creative thinker • Ability to realise an idea • To interact with others in a supportive way • Good communicator • To plan and organise work, focusing on priority issues • Actively support the achievement of individual and team objectives • Able to take a creative approach • To organise and maintain efficient office routines • Meticulous about detail • Project manage to deadlines • To conceive, develop and lead training courses	**Essential** • Basic computer skills • Coaching skills • Team working • Excellent communication written and verbal • Knowledge transfer • Sensitivity to a range of learning styles	**Essential** • Knowledge of international development • Knowledge of gender and how it is applied in an International NGO • Diversity • How induction programmes work effectively • Knowledge of *the agency's* and its corporate objectives • Office procedures **Desirable** • Using HR database for training purposes

Other

Essential

- Self-starter and initiative taker
- Always looking to improve
- Transparently enthusiastic and inspirational
- Able to travel within the UK/I and overseas, if necessary
- Must be able to endorse and promote the aims of the agency as it seeks to express the concerns of its supporters in relief and development and to strengthen the poor against injustice.

Annex C: Example of a Corporate Induction Checklist

May be useful for head office staff induction:

Pre-employment	• Joining instructions • Proof of the right to work in the country specified • Conditions of employment • Company literature
Health and safety	• Emergency exits • Evacuation procedures • First aid facilities • Health and safety policy • Accident reporting • Protective clothing • Specific hazards • Policy on smoking
Organisation	• Site map - canteen, first aid post, etc. • Telephone system • Computer system • Organisation chart – global • Organisation chart – departmental • Company products and services • Security pass • Car park pass • Security procedures • Official Secrets Act • Data Protection Act/ Freedom of Information Act
Terms and conditions	• Absence/sickness procedure • Working time, including hours, flexi-time, etc arrangements for breaks • Holidays/special leave • Probation period • Performance management system • Discipline procedure • Grievance procedure • Internet and email policy
Financial	• Pay - payment date and method • Tax and NI • Benefits • Pension/stakeholder pensions • Expenses and expense claims
Training	• Agree training plan • Training opportunities and in-house courses CPD and Personal Development Plan • Career management
Culture and values	• Background • Mission statement • Quality systems • Customer care policy

Annex D: Checklist of Tools Needed for Inductions

To avoid awkwardness of the new employee and a mad scramble by induction staff, it is important to have prepared for the arrival of the newcomer. To ensure none of the essential tools and materials are forgotten, and checklist is a good support: For example:

No.	Item / Activity	Responsible Person	Done
1	Literature about the organisation		
2	Terms and conditions of employment		
3	Health and safety information		
4	Procedures, manuals and literature		
5	Organisation charts		
6	Passes / IDs		
7	Badges		
8	Keys		
9	Desk, filing cabinets etc		
10	Stationery		
11	Phone/phone lists/contact lists		
12	Mobile phone		
13	Computer/printers/scanner		
14	Internet/intranet/email accounts		
15	Building plans		

Annex E: Example of Allocating Tasks for Induction Process.

Below is an example of a possible way of distributing tasks:

- **Line manager/supervisor**: explain the departmental organisation, the requirements of the job, the purpose and operation of any probationary period and the appraisal system.
- **HR**: cover the housekeeping aspects for a new starter (possibly on arrival, certainly on Day 1) such as completing employee forms, taking bank details, explaining the induction programme.
- **Safety officer**: explain health and safety issues.
- **Section supervisor or a nominated colleague**: provide an escorted tour of the department and introduce fellow workers; then give day-to-day guidance in local procedures for the first couple of weeks.
- **Senior manager(s) and/or HR**: give an overview of the organisation, its history, products and services, quality system and culture.
- **Training officer (or line manager)**: describe available training services, then help to develop a personalised training plan. Provide details of other sources of information during induction such as the company intranet or interactive learning facilities.
- **Company representatives from trades unions, sports and social clubs, etc**: give details of membership and its benefits.

Annex F: Example of a Briefing Policy

Below is an example of a possible approach to drafting a briefing policy. The headings and outline are taken from feedback and outlines given by participating agencies. It should not be seen as prescriptive, but rather a platform to build and enrich from.

Principle (Commitment)

What underlies the driving motivation for a Briefing Policy?

The agency recognises their responsibly to adequately prepare the individual for a specific role in a specific programme. The agency is thus committed to building on a sound induction and ensuring it provides sufficient information and support during the briefing of the individual so as to ensure that the individual will be able to contribute to their new role in the most effective way. The briefing process will be designed to help them understand the context of the programme and how their role relates to its success. In giving priority to ensuring a good and planned briefing takes place the agency endeavours to underline the value of the individual within the organisation.

In order to support this commitment the following recommendations are made:

1. Briefings should be recognised as an organisation requirement for all staff at all levels.
2. All new employees should have a thorough and appropriate briefing within the first 2 weeks of employment.
3. Cross cultural differences, language challenges, illiteracy or limited abilities do not preclude the commitment for induction, thus viable alternatives with appropriate communication techniques must be offered.
4. The use of standard templates and checklists should be considered standard practice.
5. The briefing process should be considered the bridging point between an induction and a handover and should be included as part of the support and supervision, performance management, training and further staff development.

Aim of Policy

The aim of this policy is to explain how briefings should take place within the agency and provide guidance for both managers and employees.

- Familiarised the new staff member with their new environment, ensured they are settled into their new jobs and have established new and positive working relationships with their team.
- Gained a clear understanding of their own roles and responsibilities and those of their team and agreed initial work objectives. The use of the relevant job description is a key part of this process.
- Gained an insight into the nature and requirements of project activities in their area.
- Established working relationship with their line manager on how they will continue, agreeing together a process for support, supervision and review is an essential part of the briefing process.
- Agreement should be made with their line manager for their initial learning and development plan.

Responsibility

The ultimate responsibility for the briefing process is with the line manager, though this may be shared with team members both at field site and head office level.

The Line Manager should:

- Ensure that they are available to support the new starter as much as possible and that they meet with the new employee regularly to monitor progress against the briefing plan and discuss any further issues/queries that may have arisen.
- Agree objectives for the probationary period and a schedule of monitoring meetings with the new member.

By the end of the first two / three months, the new starter should be integrated into the department and the organisation. Managers should have less frequent contact with the new starter than in the first few weeks but should continue to monitor progress on a regular basis.

Preparing for a Briefing
A briefing should dove tail into an induction process and therefore should be planned hand in hand. Having prepared material that is regularly updated and relevant will help the process and ensure information is not forgotten.

Briefing Process

Preparation Phase
Collection and updating of information and placing in a briefing pack.

Briefing Pack Example
The aim of the Briefing Pack is to communicate the background and current situation of the programme within the country (and region) to the new staff member. Note, there may be elements of the briefing that are not relevant for each role. Suggested contents of the briefing pack are shown in the table below:

Country	
Background on the country and the region	▪ Map of area ▪ E.g. political, historical background and current information such as news reports
Programme	
Overview of projects in the programme	▪ Project areas ▪ Project proposals ▪ Donors and funding ▪ Time scales
Strategy	▪ Country Programme Strategy ▪ Regional Strategy ▪ Organisational Strategy
Reports	▪ Donor reports ▪ Reports to head office (SITREPS)
Organigram	▪ Naming all staff on the programme ▪ Authority lines and communication routes
Security	▪ Security plan /policy ▪ Kidnap policy
Personnel	
Cross Cultural Issues	▪ Appropriate behaviour / dress
Local Guidelines	▪ Rest and relaxation options ▪ Travel and permits ▪ Accommodation etc.
Communication	▪ Use of communication equipment

Implementation Phase

Delivery of the briefing should be scheduled into the induction and overlap into the handover phase. The person tasked with the responsibility to oversee or deliver the briefing should be prepared and trained in the process.

Evaluation Phase

Holding post-briefing reviews, either formally or informally is essential to ensure effectiveness of the learning process and in order to capture improvement propositions. This should be the joint responsibility of the line manager and the HR officer.

Annex G: Example of a Handover Policy

Below is an example of a possible approach to drafting a briefing policy. The headings and outline are taken from feedback and outlines given by participating agencies. It should not be seen as prescriptive, but rather a platform to build and enrich from.

Principle (Commitment)

What underlies the driving motivation for a Handover Policy?

The agency is committed to ensuring that all new or transferring employees will receive a handover that provides sufficient information and support on taking over the role of their predecessor in the programme assigned so as to facilitate a smooth and productive knowledge transfer and effective take over. The handover will be designed to help them understand the current status of the programme / projects / role, recognise the priority tasks ahead, fully grasp the scheduled routine of the role and to become acquainted with the tools, policies, procedures and reporting necessary to fulfil the role's expectations. The agency commits to setting a standard for a culture of learning where the handover is seen as a vital part of this process, and thus reduce the risks involved in handovers linked to health and safety, security, knowledge transfer and meeting all legal requirements. The agency will endeavour to ensure that a handover takes place in a planned and systematic way and where possible within a reasonable time frame.

In order to support this commitment the following recommendations are made:

1. Handovers should be recognised as an organisational requirement for all staff at all levels taking over a role from their predecessor.
2. All handovers should have had a thorough and appropriate induction and briefing prior to their handover.
3. HR Staff and Line Managers will endeavour to maintaining good management practices in staffing control ensuring maximum time is given to recruitment / replacement, especially in normal turnover scenarios.
4. The use of standard templates and checklists should be considered standard practice.
5. The handover process should be considered part of continued support and supervision, performance management, training and further staff development.

Aim of Policy

The aim of this policy is to explain how handovers should take place within the agency and provide guidance for both managers and employees. Handovers are a crucial part of the success of any programme and thus should be invested in.

A good handover should be seen as a tailor-made consultancy, providing a coaching, briefing and training session all rolled into one, enabling the successor to do their job as quickly and effectively as possible.

Responsibility

The overall responsibility of a good handover lies with the line manager. They are however, unable to operate independently on this and require a unified team effort to ensure this takes place:

1. Outgoing staff member: maintaining regular staff reviews and appraisals ensure a comprehensive staff development plan is followed and giving support in the field will all aid in ensuring the individual communicates well in advance their desire to leave. It is recommended that an agency sets an acknowledged time frame of the time it takes to recruit for each job description.
2. Line Manager: Should regularly communicate staffing needs to HR departments
3. HR Departments should liaise and be a part of the planning of what handover times are needed per role.
4. Incoming person: To have had time to look through the job description, briefing documents and have listed appropriate questions to help facilitate process.

Handover Process

The following lays out a simple structure that should support the preparation for a handover, the actual handover and the effective take over of the incoming staff member.

<u>Preparation Phase</u>

1. With a date set for the arrival of the incoming staff member, the outgoing staff member should sit with his/her team and line manager and plan a time table for the handover.
2. Predecessor: Redraft your job description according to what you know you are actually doing and being responsible for. Compare it to the one you were given and discuss discrepancies with your line manager so as to ascertain how best to finalise the job description to be given to the successor.
3. Unpack the job description into what each task means on a day to day / month to month basis. It is helpful here to comment on what resources are needed for each task to be undertaken, as this will help the incomer in their initial planning stages.
4. Priorities: Predecessor to list all the activities that need to occur within the next three months. Once these have been jotted down, they should now be categorized in order of priority, with those that are absolutely essential to be handed over directly highlighted and a time estimate given for the period needed to handover the topic.
5. Gather together all the materials, reports and tools needed to carry out the handover and where possible draft summarized notes to cover the topics. This may well be needed if for some reason a face to face handover is missed.
6. The predecessor should go through their work space and ensure all personal items are removed, files and paper work placed in order and that the space is prepared for the newcomer.
7. Communication: The Line manager and the predecessor should ensure that advice communication is given to the appropriate people with regard the pending handover: Local authorities, team members, donors etc.
8. Time allocation: It is often hard to set aside uninterrupted time to implement a handover, so this must be planned well and work load completed before the arrival of the new comer where possible. It is better to give undivided attention and have a shorter handover, than a long handover with interruptions and disjointed meetings.
9. Line manager: On reviewing the handover plans and job description worked out alongside the incomers CV, the line manager should be able to gauge what training gaps are apparent and may need to be addressed during the handover and subsequent months to ensure the newcomer has the skills to carry out the role fully. These should already be scheduled into the staff's development plan.
10. Create a handover checklist that will be signed by the predecessor, successor and line manager at the end of the handover.
11. Where possible a "buddy" system is recommended or an appointment of a mentor to the new comer who will have the responsibility to watch out for that person, answer queries and help ensure they are meeting their objectives.

Implementation Phase

Having created an agenda and set out a checklist, the implementation of the handover is now ready. Where possible, the surrounding team and line manager need to protect this time and not place demands on the predecessor / successor that distract from the handover. Accountability is the key word in this section, and all parties need to ensure the process of handover is as effective as possible.

Evaluation Phase

To ensure that the agency continues to improve on this process an evaluation should be carried out both at the time of departure of the predecessor and at the end of the probation period (or at least within the first 3 months). Capturing the learning points and ensuring they are acted on is key, hence a formalized evaluation template form is recommended so as to track and respond to noted trends.

Annex H: Handover Guidelines from a European NGO

1. As far as possible before the hand-over begins make out a job description for yourself. Amend it over the course of some days to get the best picture possible of your responsibilities. Perhaps start with your job description and work from there. If a lot of your knowledge exists only in your head set time aside to start to get it down on paper. Check that your files and accounts etc are all in good order.

2. Find out as much as possible about your replacement; their levels of experience, areas of expertise, knowledge of the project, the context of the project. This will help to plan your hand-over and focus on the most important areas.

3. Think back to when you started in your position and remember the new skills you had to learn. Identify the specific skills that you use in your job. These may need to be handed over. For a nurse this might be giving IV's, or for a logistician, welding.

4. With the arrival of your replacement begin by going through your job description and explaining the key areas of responsibility. Explain some of the history of the project and any problems, resolved or ongoing that might have occurred. Discussing the 'history' of the project will be a good opportunity to introduce it's context. Why it was started? What were the goals? If these have been adapted, how and why? When will the project have achieved it's objectives. What problems have been experienced? How were they overcome?

5. The new person will need to know where they can find resources, answers and support if they need it. That means knowing who their line manager is, as well as knowing the job descriptions of any staff under them. It's a good idea to point the new person to the job descriptions of those above and below them. This will make the way they fit into the jigsaw easier to understand.

6. For obvious reasons, the longer the hand-over period, the smoother the transition will be. For a supervised position the hand-over would ideally be two weeks. For an unsupervised position (eg. Management) this should be one month minimum. Divide the time you have available roughly in two. The first period should be where the new person can shadow you in your job. Although this should be an opportunity for the new person to learn their new role, you should continue to function as normal as the person responsible. Where necessary, the teaching of specific skills can begin here.

7. This is also the time to start introducing your replacement to key people they will be working with and to explain to all exactly when they will be assuming responsibility. This will avoid confusion as to whom enquiries should be directed to during the hand-over period.

8. Together make a list of the current needs, priorities and issues, and those of the next 3 months. Introduce procedures, manuals and guidelines specific to the job

9. Now take a step back. During the second period you should shadow your replacement, giving advice when necessary but letting your replacement take the initiatives and responsibility. It's important at this stage to really let your replacement take over, not least to let them start to make relationships with the people they'll be working with as well as for staff and local people to see continuity in the project. And of course this is a chance for then to experience problems while you are still around to support them.

10. The hand-over is complete. You are ready to leave.

Annex I: Example - Induction Checklist for Staff Entering a Head Office Position

OFFICE PROCEDURES
- Office opening and closing times
- Access codes
- Signing in and out sheets (explain why)
- Diary (its purpose)
- Phoning in when absent and on return complete sickness certificate
- Visitors book (its purpose)

TELEPHONE SYSTEM
- Making, transferring, retrieving calls, line access, paging etc
- Messages sent via email
- Telephone list to be given

FACILITIES
- Tray for internal mail
- Procedure for incoming mail
- Procedure of outgoing post
- Stationery
- Recycling
- How to use photocopiers and what to do when they break down
- Fax machines for incoming and outgoing faxes and how faxes are distributed
- Meeting/conference rooms
- Kitchen/washing up
- Communal area
- Toilets
- Smoking

FORMS (found on Macro)
- Taxi request forms
- Courier request forms
- Fax cover sheets
- Agency directions and map
- Account codes
- Security policy
- Security - individual information

HEALTH & SAFETY
- Health & Safety Policy (explain organisational and individual responsibilities)
- Health & Safety Procedures (explain and give copy)
- Fire exits (where these are, what to do in the event of a fire, which extinguishers to use on which fire)
- Fire drills (what to do in a drill)
- Assembly point
- First Aiders and First Aid boxes
- Accident book (location, what and how to report)
- Care in office (give copy)
- Safe working with Display Screen Equipment (explain and given copy)

Annex J: Sample of an Agency's Induction Plan in First Week

Name of new starter: _________________________

Post: _______________________________

Time between meetings can be utilised for self-briefing

TIME	MEETING	LOCATION	OBJECTIVE	√
Week 1				
Day 1				
09.30	**Programme Officer for Region**	**1st floor right**	Welcome. Introductions to Team and staff. Overview of induction plan.	
10.30	**HR Officer**	**1st floor right**	Terms and conditions, introduction to Staff Handbook	
12.30			Lunch with nominated person	
14.00	**Facilities Manager**	**Reception**	Office Procedures, Facilities Telephone system, Health & Safety, Standard Forms	
16.00	**IT Manager**	**1st floor right**	Introduction to IT Systems	
Day 2				
09.30	**Programme Officer**	**3rd floor right**	Agency organisational chart. Internal and External Code of Conduct	
11.00	**Programme Officer**	**3rd floor right**	Team Strategy and Operational Plan (and budget if appropriate) roles, responsibilities and communication in team	
14.30	**CEO**	**3rd floor right**	Mission, Goals, Values, History, Culture etc. Strategic Review. Board and Management structure Current priorities	
Day 3				
09.30	**Director of Programmes**	**2nd floor right**	Specific Region and thematic Programmes. Issues, methodologies, partnerships etc	
12.00	**Programme Officer**	**3rd floor right**	Job specific information including job description, standards of performance, communication arrangements, training needs	
15.00	**Chief Operating Officer**	**1st floor right**	Support functions strategic and operational priorities, staff size and composition	
Day 4				
10.00	**Senior Adviser**	**3rd floor right**	Regional programme in specific countries	
13.00	**Director of Development**	**1st floor left**	Agency funding base and communications	
Day 5				
09.30	**Director of Programmes**	**2nd floor left**	Agency's regional Programmes. Issues, methodologies, partnerships etc	
13.30	**Head of Finance**	**3rd floor left**	Agency's financial policies and procedures	
15.30	**Programme Officer**	**3rd floor right**	Review of week one. Any training and development needs emerged	

Annex K: Example of an Agency's Induction Checklist for an International Position

Employee: ________________________________ Date of Arrival: ______________________

Supervisor: ________________________________ Date(s) of Orientation: _________________

Agency <name> PROGRAMME ORIENTATION CHECKLIST

Welcome Meetings: (10-45 minute segments) **Completion**

1. Human Resources (HR) and Admin
2. Finance
3. Logistics/Security
4. Programs
5. IT
6. Communications

1. Human Resources and Admin

- ❑ Overview: office environment, accommodation, transport
- ❑ Registration with embassies/local police;
- ❑ Employee ID card, photocopy passport and visa
- ❑ Confirm completion of forms/paperwork
- ❑ Child Protection briefing

2. Finance

- ❑ Finance Protocols
- ❑ Finance Overview
- ❑ Currency Exchange procedures and reimbursement for expenses

3. Other related matters

3. Logistics & Security

- ❑ Logistics overview and protocols
- ❑ Security briefing

4. Programmes

- ❑ Review and update on programming

5. IT

- ❑ Assign equipment (laptop, mobile, etc)

6. Communications

- ❑ Communications protocol in the field: who to contact if asked to comment
- ❑ Staff profile and headshot

Employee Signature: _________________________ Completion Date: _____________________

PLEASE RETURN THIS FORM TO HR Admin Officer upon completion. This form will remain in your Personnel File. If you have questions after the meetings, or after reading the materials and documentation provided to you, contact HR, Finance or Admin as appropriate.

Annex L: Example European Agency Handover Checklist

Handover Checklist

Before they arrive	**Tick**
Make your job description including any specific skills you may have to hand on	
Find out about your replacement	
Make sure that team members, partners and local people know of the coming changeover	
Settle your accounts	
Clean out old files on the computer	
Draw up a resource sheet with details of contacts, who each is and what each can offer in any given situation, as well as the location of important documents and files	
Check that your records are coherent and understandable to a new person	

When they first arrive - Introduction

Together go through the job description that you've drawn up explaining the key areas of responsibility	
Explain the 'line' structure with the help of job descriptions	
Begin introducing them to the team and local staff	
Spend time giving them the history and context of the project so far	

Period One

New person shadows you in your job	
Use this time to instruct and answer questions.	
Start teaching any new skills that will be needed	
Introduce them to more of the key people in a methodical way and make it clear to everyone when they will be assuming responsibility.	
Draw up and discuss a list of the current issues and those for the coming 3 months	

Period Two

You take a back seat	
It's clear to everyone that the responsibility has shifted to the new person	
Ensure that your replacement receives the authority and respect needed for the job	
Continue to support and offer advice when necessary	
Ensure all the resources needed to fulfil the job are in place	
If possible go out for some time and return briefly to monitor and help with any problems before leaving completely	
Leave, having given a good hand-over	

Annex M: Example of Checklist / Guideline Layout for Briefing / Handovers

NO	SUBJECT	OBJECTIVES	SUPPORTING DOCUMENTS	DEPARTMENT	DATE / TIMING	✓	SIGN WHEN DONE
1	Briefing on country	♦ To review and discuss questions ♦ To gain a basic understanding of country and background of conflict, culture, people, town, living conditions, team house, health issues (Malaria prophylaxis, vaccinations), access to personal money...	♦ Orientation / Briefing document on country ♦ Map	HR (OPS for programme related issues)			
2	Expat staff guidelines & agency handbook	♦ Opportunity to discuss questions re Expat staff guidelines & agency handbook ♦ To understand the difference between holidays and R&R	♦ Expat staff guidelines ♦ Medair handbook	HR			
3	Agency values & Humanitarian principles	♦ To raise awareness of the values ♦ To raise awareness of the Humanitarian principles	♦ Agency handbook ♦ Doc on Medair values ♦ Humanitarian principles doc	HR			
4	Competency framework	♦ To gain a basic understanding of the competency framework	♦ Agency competency framework doc	HR			
5	Job description	♦ To get a general overview of his /her job ♦ To gain a basic understanding about JD format and guidelines	♦ Job description ♦ JD format and guidelines ♦ Competency framework	HR			

Annex N Interview: Answers Given by Agencies:

Below is a table indicting a selection of answers given by agencies with regards to what they currently do in each category:

No.	Question	Agency Answers		
		Induction	**Briefing**	**Handover**
1	Does your organisation have an existing policy Guidelines?	• Yes, a full policy is in place. • No, we are using checklists. • No, but it is in the process of being developed. • No – we have other more urgent priorities	• Yes, but it is incorporated into the induction policy. • No – this is not seen as the HR department's responsibility, but is assigned to the line manager. • This occurs only at field level and is part of the handover. • Yes, we have introduced this in partnership with a debriefing policy.	• No policy, but rather a guideline template that ensures people cover all essential topics. • Yes, but it is a simple checklist to act as a reminder. • No, but would like one. • This would be very useful, but in reality time is usually the enemy.
2	How long does the process take?	• All together it takes 2 weeks. • 1 week at head office. • The induction is in 5 stages: o The application stage o On appointment o 1st day of employment o Within first 3 months o Within the 1st year • 1 - 3 days • Set a annual time table for inductions which we direct staff to. We have 4 a year.	• This is part of the induction. • Half a day. • Part of the handover	• Depends on responsibility level of role and time. • Between 2 – 5 days • Minimum of 1 week for team members and up to one month for senior management.
3	Who is responsible in your organisation to carry out / oversee each process?	• HR Department • Have a full time person appointed for this role (see annex for job description) • The training officer • Shared responsibility between HR and the Programme Officer • The line manager	• At head office the programme officer responsible for the region gives the briefing. • Reports are shared at head office, but the full briefing is done at field level. • The line manager	• The organisation hiring the person. • The line manager is fully responsible

No.	Question	Agency Answers		
		Induction	**Briefing**	**Handover**
4	Are they accountable for impact – how is follow up tracked / reviewed?	• Yes, there is an evaluation / review carried out after the induction. • At their debriefing they are asked about the induction. • Not as yet officially tracked, but would like to. • We know it is not always done well but have as yet no tracked accountability system	• No formal accountability system • Yes, as part of the Andover they are asked to sign that they have completed the process. • Yes, but as yet we have not acted on information received due to time constraints	• This is only really discovered through correspondence with the individuals or at their reviews. • At their debriefing. • Lessons learnt from debriefings are fed back into the system • This is a big weakness
5	Do you have an induction planned for both expatriate and local staff?	• This is not the responsibility of the head office but assigned to the field managers. • Ideally yes, but we are not so sure it is taking place • Yes. Is part of our organisation's policy	• It should be, but this is the responsibility of the field.	• Yes, though it may be adapted to meet the cultural needs. • Not certain of what happens at field level.
6	What tools due you use	• Have an intranet based information service for inductions, covering expectation, guidelines and our policy • Checklists and agendas • Video presentation. • Orientation course outlines	• Informal information sharing and material given out to read. • Maps and diagrams	• Checklist • Job description
7	Agencies generally acknowledged these areas as important and requiring attention. The most notable points raised were as follows: • Requires commitment and buy in from senior management to field level with regards it importance and prioritisation with the organisation • Requires a well thought out planning process to ensure all aspects are prepared and presented • Where possible it should ideally fall under the training offices responsibility as it is seen as a part of the staff development process. • Budget needs to be allocated towards this and where possible briefing and handovers should be assigned to the operational budgets under personnel expenses. • An increased commitment to accountability at all levels is needed, along with a formal feedback mechanism that ensure learning points are made and corrective and preventive actions taken.			

Annex O: Answers Given by Field Workers

The following captures a number of answers received from field workers who participated in a questionnaire Review on how their Induction, Briefing and handover went:

Questionnaire Case Study on Induction, Briefing and Handover

Organisation		**Name:**	
Date		**Contact Details**	

Note: Name and organisation will NOT be quoted – so this is an anonymous report back.

No.	Question	Answers		
		Induction	**Briefing**	**Handover**
1	Did you have an induction/ briefing/handover prior to joining the organisation?	• No, this is partly because I was hired from the country of operation instead of through the HQ. Plus, I was familiar with the organisation having had past contacts with them. • Yes – through an orientation course that lasted 10 days.	• Yes – one was given • Yes	• There is a guideline in the agency - but only lists general headings (not what I need to know or what I should be able to do as a result of the handover) • Yes
2	Please briefly outline what took place?	• Introduction to the organisation, management system, humanitarian aid environment and security considerations. Mixture of lectures and practical exercises. • Introduction to organisational values, humanitarian environment, security issues, field situations etc.	• Couple days were spent talking with the country director and support staff. • Head office visit, talked with all the departments (programmes, logistics, IT, HR etc). Discussion/ presentation format. • Scanty organisational overview, departmental overview, country/project overview. Some explanation on how to fill in expenses	• Not sufficiently planned. I had to write my own plan of what needed to be covered. • Not planned at all. • It was planned and documented in terms of what issues were needing to be covered

No.	Question	Answers		
		Induction	**Briefing**	**Handover**
3	Did you find the induction/ briefing/handover helpful? In what way.	• Very helpful. I gained a good understanding of what motivates the organisation. The introduction strongly developed my identification with the organisation. • A good way of understanding the spirit and ethos of the organisation, an opportunity to meet future colleagues, is a unifying feature of the organisation amongst expats, good for team unity	• Yes, it allowed me to get a better understanding of my role and the situation on the ground. • No. raised more questions than it answered. • Sometimes ad hoc or unorganised	• Time was too long. • Content was inadequate. What was covered was relevant.
4	What was weak in the induction/ briefing/handover?	• The handbook which was circulated prior to the orientation requires revising for - layout poor and obviously not written by an English speaker! As this is the first impression one gains it should be professional. • Too long and if not going straight to the field the information is forgotten by new staff arriving in the field.	• Head Office, Desk Officer had not read my CV and so didn't know anything about me or my previous job experience, there was a basic outline of what should be covered in the induction but the person didn't appear to know what should be covered, or the level of detail • It was evident that no planning had been done • No training in esp financial systems, HO information needs and expectations. No coverage of job descriptions, objectives, etc. • Most things were covered, but maybe more regarding administrative issues – payments, insurances, bills, etc…	• Handover document to include information on what I need to be able to do for my job • To be taken through SOPs/guidelines as they relate to the running of the organisation and for these to be documented in the handover document • 1 person needs to own the process and to ensure that the handover has been effective and to follow-up on other training/information requirements • They did not follow the handover guideline

No.	Question	Answers		
		Induction	**Briefing**	**Handover**
5	What did you miss and would have been helpful in hindsight?	• Nothing, as an introduction to the organisation I thought it was excellent	• To be taken through the processes of what happens at HO in the logs, IT, finance and HR departments • In depth training in, esp, management systems, esp finance. • In depth training in HO information requirements and how to meet them – esp Finance and HR • In depth training of financial, HR and reporting systems. In depth training in how information provided by the field is used. This allows field staff to ensure that they are meeting HQ information needs.	• A clear understanding of what the process was for the first 3 months in country (the appraisal, objectives setting process) and who was responsible for following this through with me. • More of structure approach giving adequate time to understand the main issues. Plus, not giving too much to read or information but rather synthesising the key issues.
6	Who is responsible in your organisation to carry out / oversee inductions/ briefings/handovers?	• At HQ level? Unclear. Probably HR dept. At field level – in process of clarifying. • HR department.	• HR department (each department then briefed on their part) • At HQ level? Unclear. Probably HR dept. • At field level – in process of clarifying. • Persons from the various depts, but mostly the country director or admin	• Predecessor • Predecessor but time wise it was tight because my predecessor was due to have her baby within the time I had my handover scheduled for. Content was OK, although a bit haphazard
7	Are they accountable for impact – how is follow up tracked / reviewed?	• Participants carry out an evaluation after the training. Not clear how this is followed up • Perhaps, but this is not followed up	• Not sure • Unclear • Not that I am aware of.	• No/ not tracked or reviewed • No. Not done at field level. Don't know at HO level

No.	Question	Answers		
		Induction	**Briefing**	**Handover**
8	Were they informed and knowledgeable. Did they follow a checklist?	• Yes, the event was well planned and presenters were knowledgeable and able to answer questions. • At HO - There was a checklist. But follow-up/checking mechanisms, i.e. signatures to testify that training was received, were treated as unimportant. • Field – the checklist template was not used	• Unclear. Programme Officer did not have a plan on what we were supposed to be briefed on. • Key staff were unaware of agreements which had been previously made with HR. • They had developed a schedule for the briefing and they were knowledgeable. This was particularly true because the briefing was done in country.	• No • Not that I was aware of
9	Is there an induction/ briefing/handover planned for both expatriate and local staff?	• No, only expat staff. • Field – not yet. But there will be!	• Unclear	• Not sure.
10	How long did your induction/ briefing/handover take? Too short / too long?	• 3 months. Too long. Should have been 3 to max 4 weeks. • 10 days – timing was fine	• 5 days, too long (could have been shorter and more focused) • 3 weeks. Not too long, but the time could have been much better used. • Few days – it was OK in terms of length	• The time was too long (3-weeks) and the content was relevant • I think that it's less than an issue of time, than one of detail covered and planning. Timing is also different to determine e.g. a nurse can receive a handover of documents in main office and then have 3 week handover in the field. While a senior manager could have a 2 week intensive handover.

No.	Question	Answers		
		Induction	**Briefing**	**Handover**
11	What would you like to see in a policy / guideline? • Checklists • Suggested topics • Other?	• Checklists • Suggested topics • Handover scheme – i.e. a timetable for handing over, flying assisted, flying solo	• Who the key project staff are, issues/contract lengths etc • Project overview + key dates, duration, reporting • Budgets - how these are compiled and managed - taken through the paperwork of how this happens and the system used at HO • List of what HO expectations are / information to be received on a monthly/yearly basis • HO strategy and key points for country • Clear expectations for first 3-6 months • A clear presentation of what will be covered at HQ and what is to be covered in the field • Security, key programme policies, admin procedures, etc..	• Handover needs to include 'information storage' take through how information is filed on the computer, how paper filing works, what the archive system is (this is actually key, even if issues are not covered if you can easily find the information you can work it out yourself) • Time needs to be clearly set-aside for handover purposes – and not just 'fitted around' other things which means less effective and more lengthy handover • People conducting handover often have a lot of information in their heads which is not passed on – planning for handover includes keeping good written documents on processes, key decisions and outstanding actions, • Issues of desk space, computer access need to be clarified where the handover is planned for a long period – and where there is a shortage of office space

No.	Question	Answers		
		Induction	**Briefing**	**Handover**
12	Other points to mention?		• Process for briefing national staff into the organisation is not clear. • In-country briefing on systems, process not detailed enough or with enough relevant information (for example, people have been given financial authority without being shown internal systems for tracking spending or the SOPs, guidelines relating to the handling of cash or procurement procedures) • There has to be a good briefing on national staff on the organisation principles, ethos etc.	• Too long a handover means ▫ That departing and arriving staff get caught up in day to day management rather than focusing on handover. ▫ That there is unclarity in the organisation as to who is in charge. • Better is a shorter handover period followed by a period of heavier assistance from HQ • During my handover I had an opportunity visit the field location I was responsible for. After making a one week visit I then continued my handover. This allowed me to put into context the programme and issues surrounding.