

# Trustee & Management Committee Members National Occupational Standards Toolkit

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# Section I: Introducing the Toolkit

## Background

Trustees and committee members play an enormous and invaluable role in today's modern voluntary and community sector. The Charity Commission estimates that there are more than one million trustees in England and Wales alone. They are involved in a vast range of national, regional and local charities and community organisations.

Most trustees do their work on a voluntary basis, making an immense contribution to their organisations. They might not always be visible but what they do behind the scenes is absolutely essential. Trustees ensure that their organisation is well run; they uphold its values and vision; they hold staff to account and are themselves accountable; and they support staff. And these are only some of their tasks.

“Trustees have, and must accept, ultimate responsibility for directing the affairs of a charity, and ensuring that it is solvent, well-run, and meeting the needs for which it has been set up.”

*From CC3: The Essential Trustee (Charity Commission, 2005)*

People usually become trustees because they care about the work of an organisation or about the community that it serves. Many have a passion for the people involved and commitment to the cause. Often they have invaluable experience that can help their organisation perform more effectively. Some bring first-hand awareness or understanding of an issue or condition. The result creates a unique blend of specialist skills, insight and knowledge on the board or management committee.

But the story doesn't end there. Once trustees get involved in governance, they soon discover that they need to know a great deal more in order to do their job well. They have to learn something about financial systems, health and safety, conflicts of interest, charity law, strategic planning, diversity and many other aspects of running an effective charity. Trustees needn't be experts in all these areas – but they do need to know enough to know when to call the experts in. In other words, it's not easy being a trustee!

Governance has been defined as “the process by which a governing body ensures that an organisation is effectively and properly run”.

*The Good Governance Action Plan (NCVO, 2002): for another definition, see the pull out and keep guide after p.6*

## Meet the professionals

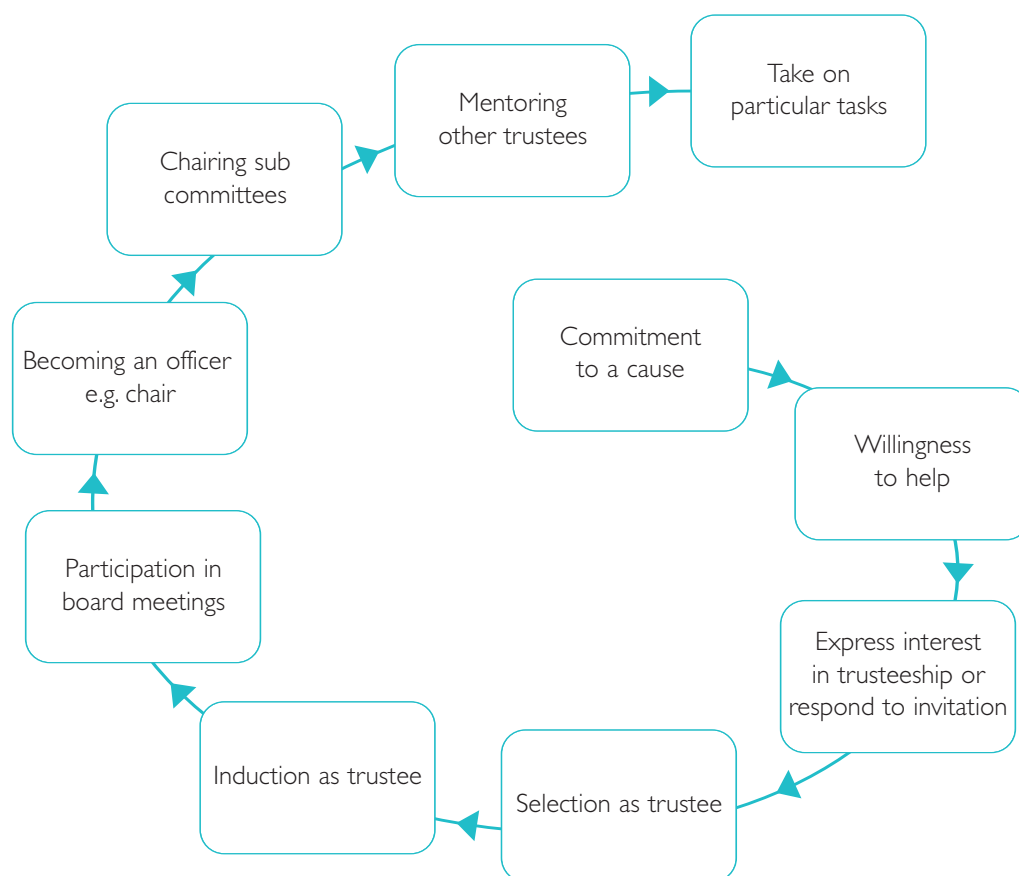
As anyone who works for a charity or community group will tell you, things rarely stand still. Funding arrangements change; clients' needs alter; organisations split or merge; services adapt; donations go up and down. You never quite know what opportunity or disaster is just around the corner. Meanwhile the government's public service delivery agenda, combined with increasing compliance and regulation, is having an impact on all aspects of the sector, including the governance function.

To address these challenges, trustees – as the people who direct the affairs of their organisation – must be competent. They need to know what is expected of them and have access to opportunities to learn as part of their role. You could describe this as the ‘professionalisation’ of trusteeship – ensuring that the role and responsibilities of a trustee are set out clearly; explaining what it means to be a competent trustee rather than just a willing volunteer. And this doesn’t just apply to established organisations but also to the thousands of new charities and community groups set up every year.

There has been a growing realisation in recent years of the need to support trustees so that they can do their job well. This is why work began over two years ago to develop National Occupational Standards (NOS) for trustees and management committee members. Developing the NOS is a way to ensure that everyone – from trustees to staff and other stakeholders – is clear about this vital role and the expectations attached to it.

### ***The trustee learning spiral***

All this means that as part of their role, trustees have to be open to learning, at each stage of their experience. This learning could be seen as a kind of spiral, as trustees work through each governance cycle and through stages of organisational life. The NOS provide a framework and map that can accompany trustees through these stages. In turn, experienced trustees can then recruit, induct and support others, in their own boards and externally.



Throughout this toolkit we refer to ‘trustees’ only. However these national occupational standards are relevant to all those who have a strategic/governance role in a voluntary or community organisation.

## **Standards for all**

The voluntary and community sector is wonderfully diverse. It's important that any organisation, no matter how large or small, can see the NOS as relevant to what they want to do. Many smaller organisations will need to adapt the standards to their own situations. Some of the specific points may not be relevant, for example if an organisation does not employ any paid staff. And it may take longer for a small organisation to develop all the governance tools mentioned in the standards, if these don't already exist. What matters is that trustees are aware of what they are working towards, and this is where the NOS can help.

There are other aspects of diversity that may need to be considered in using the standards. Unit 3 contains a reminder that trustees are responsible for 'ensuring that the organisation holds diversity and equality as positive values in its policies and practice'. The NOS do not specify in any details what this means for governance so it is important when using the standards to ensure that this point is taken into consideration whenever it is relevant. In many of the potential uses of the NOS, such as trustee recruitment and induction, remembering to include diversity principles will be crucial. You will need to think about including a broad range of people, about the insights and perspectives the organisation could gain from different groups, and whether your organisation and its governance is accessible to disabled people.

## **What are the NOS?**

National Occupational Standards are based on agreed good practice. They contain detail about what 'competent performance' really means. This level of detail enables the individuals and organisations using the standards to work towards a clear picture of what it means to be a trustee.

There are NOS covering a wide range of functions in public, private and voluntary and community sector organisations.

In a nutshell, NOS:

- define a framework of good practice in the way people work, based on the functions of their job/role
- describe the knowledge and skills required to carry out a specific task
- are outcomes based – they look at what needs to be done, not how you should do it
- provide a guide for developing materials for induction, training or development
- serve as a useful 'knowledge and skills checklist' for self assessment or recruitment purposes.

The UK Workforce Hub - the standards setting body for the voluntary and community sector – has already developed specific standards for fundraising and managing volunteers.

There is also a range of more general 'cross-sector' NOS available, developed by the appropriate standards setting bodies, and covering generic functions such as administration, management and leadership, and community development.

## **Why are the NOS for trustees important?**

- The NOS have been specifically developed for trustees, by trustees and others involved in governance. They are based on sector-wide consultation with nearly 200 respondents representing over 1,700 trustees. The consultation followed extensive research and mapping, which identified a need for national occupational standards to clarify the role and responsibilities of trustees. A significant number of trustees said they would use the NOS for induction or training purposes.

***In other words, trustees themselves think NOS can help them to recruit and perform more effectively. Voluntary standards provide a user-friendly ‘checklist’ of what should be expected of trustees.***

- By using the NOS, trustees will join several million people who have already used other NOS to demonstrate their ability to do their job to nationally recognised standards. They are approved by the Qualifications and Curriculum Authority (QCA), which means that they have the backing of a recognised regulatory body. NOS are also a foundation on which NVQs and SVQs are developed.

***So by using NOS, trustees are using a nationally-agreed ‘official’ standard to develop their skills and knowledge as a trustee. Trustees can then, if they wish, gain qualifications in trusteeship.***

- The NOS are a response to government calls to improve standards in governance in order to improve the capacity of the voluntary and community sector.

***Organisations using NOS can demonstrate to funders, project partners and other stakeholders that they are committed to good governance. They will also contribute to improving the skills and knowledge base of the sector.***

- The work that voluntary organisations and charities can do depends greatly on the trust and confidence people have in them. In recent years there has been increased public scrutiny over how these organisations handle the resources entrusted to them and whether their work makes a difference.

***Boards and trustees can use the NOS to demonstrate that they are competent to carry out their roles and this, in turn, can help to build confidence and renew trust.***

## **Who are the NOS for?**

The NOS for trustees are for anyone who is a member of a governing body of a voluntary or community organisation (VCO). Because titles vary between organisations the NOS use the term ‘trustees’ as a catch-all for anyone who performs the governance role in a VCO. In this toolkit, we call the governing body the ‘trustee board’ and the individual members its ‘trustees’.

“Charity trustees are the people who serve on the governing body of a charity. They may be known as trustees, directors, board members, governors or committee members. The principles and main duties are the same in all cases.”

*From CC3: The Essential Trustee (Charity Commission, 2005)*

As well as helping trustees, the NOS will also be useful for:

- staff of VCOs who work with boards and management committees
- advisers and trainers who work with boards and management committees
- anyone who supplies professional services to boards and trustees, such as auditors or lawyers
- anyone who is considering becoming a trustee.

## ***I am a volunteer trustee for a small community organisation.***

### ***Do the NOS apply to me or are they mainly for very large organisations?***

Yes, they do apply to you! The NOS are designed to be used by trustees and management committees of all voluntary and community organisations, regardless of size or type. In drawing up the NOS the views of hundreds of trustees from small community groups to large national charities were listened to. Although the language of the NOS might look quite formal, this toolkit is designed to help you and your organisation use the NOS and make the standards work for you.

## ***How do the NOS fit with the Code of Governance for the Voluntary and Community Sector?***

The Code of Governance launched in July 2005 outlines good practice in governance and details what others (e.g. volunteers and paid staff) can expect from a well-governed organisation. The NOS can be used in conjunction with the Code. The full text of the NOS, published separately from this toolkit, contains a ‘map’ of cross references so that the two documents can be used together. Ideally an organisation would refer to both on a regular basis.



- A *Code of Governance for the Voluntary and Community Sector* can be downloaded from the Governance Hub website at [www.governancehub.org.uk](http://www.governancehub.org.uk)



- the *NOS for trustees and management committee member* are available to download from [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)

<i>The NOS focus on:</i>	<i>The Code of Governance focuses on:</i>
<ul style="list-style-type: none"> <li>• the individual trustee</li> </ul>	<ul style="list-style-type: none"> <li>• boards and all those involved in governance i.e. trustees collectively</li> </ul>
<ul style="list-style-type: none"> <li>• the people doing governance</li> </ul>	<ul style="list-style-type: none"> <li>• what is done</li> </ul>
<ul style="list-style-type: none"> <li>• learning and development</li> </ul>	<ul style="list-style-type: none"> <li>• assessment</li> </ul>
<p><i>Both the NOS and the Code of Governance can be used to:</i></p> <ul style="list-style-type: none"> <li>• enable boards and trustees to be accountable</li> <li>• demonstrate the standards that boards and trustees aim to meet</li> <li>• promote and generate good practice in governance</li> </ul>	

## **Opportunities for introducing the NOS**

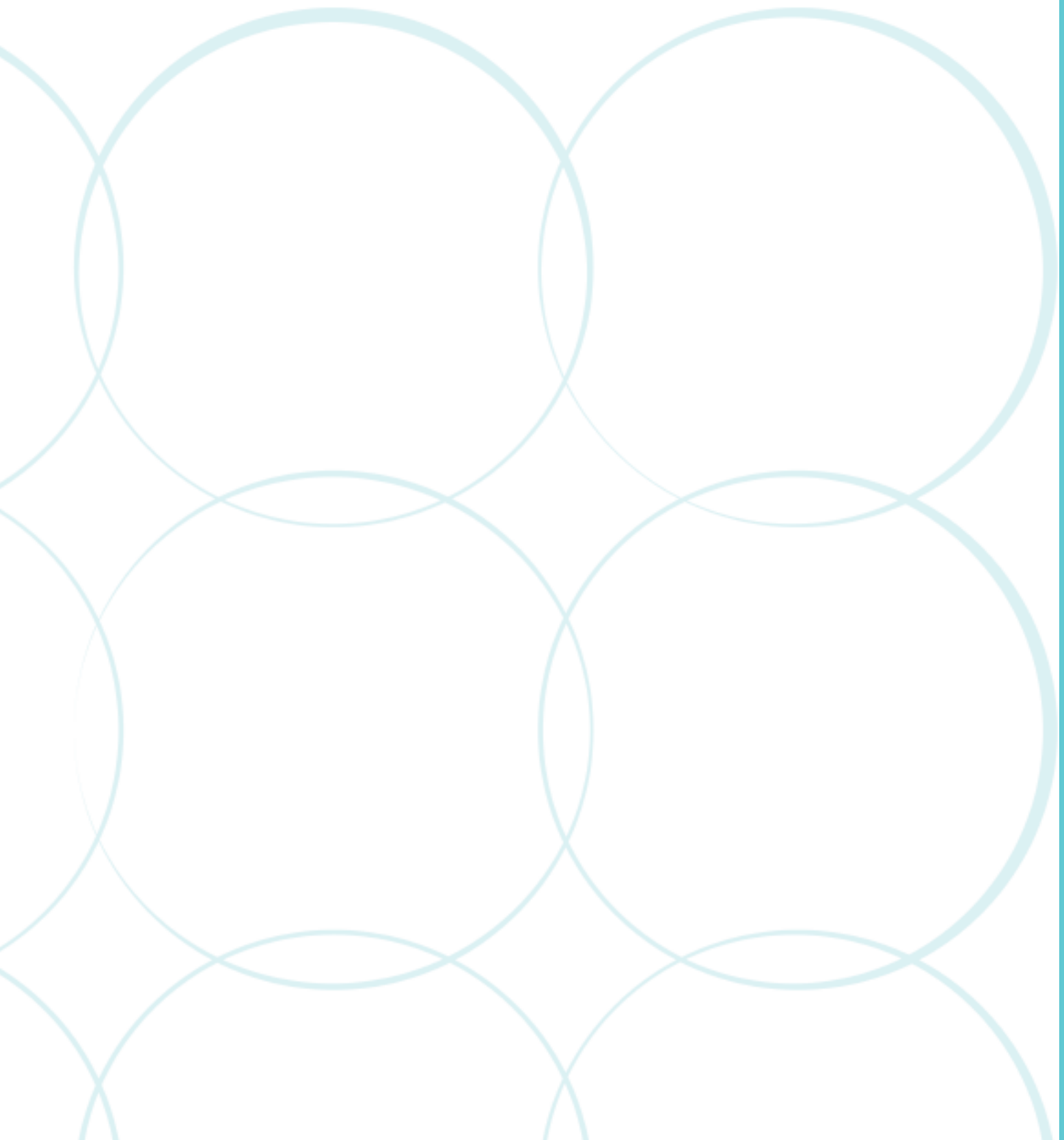
Using the NOS can help trustees and their organisation to improve performance.

Typical trigger points include:

- a period of significant change, such as merger or strategic review of what the organisation does
- the appointment or arrival of a new chair or chief executive
- planning a board or governance review
- when trustees leave and new trustees are needed or in place
- preparing for a quality assessment or benchmarking exercise such as PQASSO or Investors in People
- when a number of new trustees are appointed
- when a new voluntary or community organisation is set up.

*Cumbria Youth Alliance (CYA)*, which brings together 90 organisations from the voluntary youth sector across Cumbria, used the NOS to discuss roles and responsibilities with their board. Chief Executive Cath Clarke says: “the NOS lay down clear expectations of trustees which helped make our trustees aware of what they should be doing.” CYA’s board used the NOS to help identify where they were already working well and what areas needed attention. They were then able to set priorities to develop their governance.

# NOS for trustees: a pull-out-and-keep guide



## **The National Occupational Standards (NOS) for trustees and management committee members:**

- describe the various functions and responsibilities of trustees
- set out standards of competent performance
- identify the knowledge and understanding required to reach these standards.

The NOS are designed for use in every size of organisation, from the smallest community-based group to the largest national charity. They represent a standard of best practice for the role of governance performed by trustees and management committee members.

### **Focus and scope**

The NOS focus specifically on the role of *governance*. By 'governance', we mean the roles trustees carry out on the trustee board or management committee, taking ultimate responsibility for the organisation and making sure it is effectively and properly run.

#### **Governance – a definition**

**'the systems and processes concerned with the overall direction, effectiveness, supervision and accountability of an organisation'**

Chris Cornforth

Trustees and management committee members may require other skills and knowledge if they take on specific responsibilities on the board; these are covered by other national occupational standards such as fundraising. Signposting to these other standards is contained in the full text of the NOS.

### **How can the NOS help us?**

Trustees and organisations can use the NOS in a number of ways. These are outlined in detail in the introduction to the NOS and also in the UK Workforce Hub publication, *How are you doing?*

Briefly, the NOS can help to:

- plan recruitment and selection
- write role descriptions
- plan induction
- manage performance
- identify training needs
- evaluate training and learning.

The NOS can help you better understand your role as a trustee and give you confidence in your role. They are designed to support and motivate you and your organisation to achieve the very highest standards in governance.

## What do the NOS look like?

A suite of NOS is made up of *units*. Each unit covers the main functions of an aspect of the role, and outline what is required of trustees if they are to perform to high level of competence. The trustee standards comprise four units which are each constructed of:

- *unit commentary* – this explains what that unit is about.
- *responsibilities* – this gives the criteria for trustees to perform the functions of the unit (e.g. regularly reviewing and updating strategic plans).
- *knowledge and understanding* – this outlines what a trustee needs to know to carry out the functions of the unit (e.g. the importance of budgeting).
- *information* – this identifies the key documents needed by a trustee to perform the functions of the unit (e.g. the organisation’s annual report).
- *qualities* – relevant to all units, and identifies which qualities a trustee should be able to draw on to carry out their role (e.g. acting collectively as a trustee board or management committee).
- *reading* – relevant to all units and identifies which documents should be read and understood in order to carry out their role (e.g the organisation’s governing document).

The Units contained in the NOS for trustees are

### Unit 1

Safeguard and promote the values and mission of the organisation

### Unit 2

Determine the structure and strategy of the organisation

### Unit 3

Ensure the organisation operates in an effective, responsible and accountable manner.

### Unit 4

Ensure the effective functioning of the board.



- *The NOS for trustees and management committee members* are available to download from [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)
- *How are you doing? Using National Occupational Standards to enable people to achieve professional and personal goals* is available to order from [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)
- Further information about governance from the Governance Hub website at [www.governancehub.org.uk](http://www.governancehub.org.uk)
- *CC3: The Essential Trustee: What you need to know* published by the Charity Commission, is available at [www.charity-commission.gov.uk](http://www.charity-commission.gov.uk)

## Who is this toolkit for?

This toolkit has been designed for use by a range of people involved in governance.

The table below gives a brief summary of who it can help and how.

If you are...	...this toolkit will help you to:
An existing trustee	<ul style="list-style-type: none"> <li>• use the NOS to assess your own learning needs.</li> <li>• use the NOS communally to assess the learning needs of board.</li> <li>• support or mentor newer trustees.</li> </ul>
A new or potential trustee	<ul style="list-style-type: none"> <li>• use the NOS to understand your role and responsibilities.</li> <li>• review your own performance as a trustee and identify strengths and challenges.</li> <li>• ensure that you get the right information to perform your role.</li> </ul>
A board or management committee	<ul style="list-style-type: none"> <li>• use the NOS to strengthen recruitment, selection, induction, learning and development.</li> <li>• for individual trustees.</li> <li>• for boards and management committees as a whole.</li> </ul>
A governance support worker e.g. CVS development worker, training officer	<ul style="list-style-type: none"> <li>• promote and encourage use of the NOS through your own networks.</li> <li>• use the NOS directly with boards/trustees when opportunities arise, for example, when planning learning or training.</li> </ul>
An independent consultant	<ul style="list-style-type: none"> <li>• incorporate the NOS into training, mentoring and consultancy work you do with boards and trustees.</li> <li>• consider offering specific sessions on the NOS when appropriate.</li> </ul>
A staff member of a voluntary or community organisation who works with boards and trustees	<ul style="list-style-type: none"> <li>• use the NOS when drawing up role descriptions for trustees and other relevant board documentation such as an induction pack.</li> <li>• offer NOS and self assessment of learning tools to your board and its members.</li> </ul>

## Using this toolkit

This toolkit is designed to provide trustees and others with the practical tools and signposting needed to use the NOS to improve performance. It has separate sections on using the NOS on an individual basis and as a board or management committee. There is also an extensive resources section at the end of the toolkit.

The loose-leaf format makes it easy to photocopy information for use by groups or to keep pages handy for reference. The text contains easy-to-recognise symbols (see below) to denote practical exercises, ideas and tips, action points and resources.

**This toolkit makes frequent reference to the full text of the *NOS for Trustees*, which is published separately, and available as a pdf download on the workforce hub website – [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk). You will need a copy of the NOS alongside you when reading and using this toolkit.**

### Language

It is important to check that everyone using the NOS understands the words used and has a shared understanding of what key terms mean.

The language used within the NOS is formal and legally accurate, and as a result can sometimes seem abstract or complex. The full text of the *NOS for Trustees* includes a glossary to help readers to understand particular terms used. However some groups – for example new trustees, people from diverse backgrounds or young trustees – may need additional support to familiarise themselves with the language.



- See Section 2, exercise 1 for practical ideas on this
- Look at the glossary contained in the full text of the NOS for a guide to key terms used in the standards.

### Planning to use the NOS

Good planning is essential to using the NOS effectively. Use the ideas below to help plan how to use the standards and to identify any support that you may need.

#### *Using NOS as an individual*

- Set aside some regular time (e.g. 15 minutes each day, one hour a week) to work through the standards.
- Start a NOS diary (on paper or electronically) to keep a record of what you've read, questions raised and action points. Don't worry about too much detail – bullet points will do.
- Identify other trustees on your board – or in other organisations – who are using the NOS and explore whether an occasional informal chat or email discussion would help you progress.
- Check out the Governance Hub website ([www.governancehub.org.uk](http://www.governancehub.org.uk)) for other ideas and case studies.



- See Section 2 for more ideas

### *Using NOS with the entire board*

First, work out how to encourage the board to begin using the standards. You could:

- Ask for time on the next meeting agenda – 20 minutes should be enough.
- Talk to the chair or the person who arranges the agenda to check that this item will be acceptable.
- Prepare a brief introduction and proposals – see the suggestions in Exercise 1 below.

If the board is willing to go further:

- Appoint a small sub group to plan how the board uses the NOS.
- Set a few clear objectives. What do you want to get from using the NOS?
- Decide whether you need a facilitator or trainer for board exercises.
- Identify whether there is anyone within the organisation who can do this role or whether you need an external trainer.
- Agree on an appropriate budget for training/facilitation/follow-up work.
- Identify training or development opportunities, such as mentoring, e-learning and courses available through your local CVS.
- If you're using the NOS to review and prepare governance materials for trustees (e.g. job descriptions or induction programmes), identify a clear action plan including a timetable and resources.



- See Section 3 for more ideas on how the board can use the NOS

### **Before you begin**

- Make sure you have thought about what is needed for each exercise. Some need handouts to be copied. Some may need a flipchart or overhead projector or powerpoint facility for writing up points as they emerge. You may also need highlighter pens, Blu-Tack and enough marker pens for work in groups.
- Get copies of the NOS for all your board members. You can either get the full printed version, or download the full text from [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)
- When working through the exercises, it may be easier just to give each trustee the text of the standards themselves, rather than include all the introductory and explanatory material. A 'pocketbook' size edition is also available.
- Think about any other information or documents you may need as the exercise progresses.
- Make sure it is clear who will take notes or write up the results.

# Exercise introducing the Toolkit

## Exercise 1 *How to introduce the NOS to your board in 20 minutes*

### Aim:

To give a brief overview of the NOS

### Outcome:

Clear understanding of what the NOS are and how they can help your organisation

### Steps:

- Explain why you think the standards could be a valuable tool to use. If possible use your own experience e.g. did you feel you needed a clear idea of the role when you started as a trustee?
- Invite the board to think about their own understanding of their role as trustees. Do they feel clear about all that it involves? Have they any questions about their role?
- Give a five-minute overview of the NOS. The four headings could be written on a flipchart sheet, or use one of the slides in the presentation on the Governance Hub website.
- Suggest a few ways in which you think the board and individual trustees could gain from the standards e.g. to review recruitment and induction; to map what trustees would like to learn more about; to make a board development plan.
- Suggest two or three practical ways of doing these e.g. using a timed slot of 45 minutes in a board meeting, an extended meeting or within a board awayday.



The Resources section contains details of other resources you can use for this exercise. See the Governance Hub website ([www.governancehub.org.uk](http://www.governancehub.org.uk)) for other resources.

This toolkit uses the following easy-to-recognise symbols to help you find information more easily:



Further reading, websites and other resources

**Exercise**

Exercise



Ideas and tips



Action points

## Section 2: Using the NOS as an individual

### **Why should I use the NOS?**

As a trustee, you have a crucial role within your organisation. You're responsible for directing its affairs and must also ensure that it is viable, well run and meets the needs for which it has been set up. You need to be clear about the expectations of a range of people, from beneficiaries, staff and volunteers to funders and project partners. And you're expected to have a firm grasp on the issues affecting the environment in which you operate.

It is a challenge that most trustees find incredibly rewarding but some might also find quite daunting. Whether you're an experienced trustee or a newcomer to the board, it is helpful to have a clear definition of your role and responsibilities. That's where the NOS for trustees can help.

### **New and prospective trustees**

Welcome to the board! Your passion and enthusiasm will be a great asset to your organisation in the coming months and years. But do you know what's in store? The clearer you are about what is expected of you as a trustee, the more useful and effective you will be in your role. If trustees are confident and feel effective, this enables good governance and good governance will help your organisation to meet its goals.

Think of the NOS as a 'blueprint' for what is involved in trusteeship. These standards are the result of extensive research with trustees so they paint a realistic picture of what you will need to know to be a good trustee. Don't be put off by the formality of the language, or the detail included in each unit. Learning how to be a trustee is a gradual process. The NOS can help you set priorities and map your development.

### **Getting started**

Once you've decided to use the NOS, set aside some time to work through each unit. Breaking down each unit into chunks is a good idea: you might want to spend your first NOS session looking at responsibilities in a particular unit, the next one at knowledge and understanding required etc. It's a good idea to keep a record of what you've read, any questions or knowledge gaps and follow-up actions. See below for ideas on how to do this.



#### Diary date

- Start a NOS diary (paper or electronic) to keep a record of what you've read, questions raised and 'action points' (such as further reading, discussion with other trustees, research etc). It could also include notes on particularly useful resources or contacts. Don't worry about making it too detailed – bullet points will do. The diary could form part of a wider journal charting your experiences of trusteeship and listing key events such as board meetings and project visits.



#### 'It's NOS-time!'

- Set aside some regular time (e.g. 15 minutes each day, one hour a week) to work through the standards. Set yourself a reminder (e.g. a note in your diary, or alarm message on personal organiser) so that you don't forget this time. Remember that you'll be reading and thinking so make sure that the environment you're in is conducive to this.

# Exercises using the NOS

– as an individual

## Exercise 1 *The language lab*

### Aim:

To check your understanding of the terms used in the NOS

### Outcomes:

Clear understanding of the language used in each unit and awareness of where to go for further clarification

### Steps:

Read through one unit of the standards, paying particular attention to the terms (key words) in italics. As you're reading, keep the following checklist in mind or to hand:

- Do you understand all of the terms used in this sentence?
- If you don't understand a term, is it listed in the NOS glossary in the full text
- Does the glossary explanation give you enough information?
- If you still don't understand that term, where can you go for more detail (e.g. induction pack, website, reference guide, ask another trustee etc)?
- If you find certain terms difficult, think about how to 'translate' them into language you can recognise and relate to more easily.

Repeat this exercise each time you start a different unit.

# Exercises using the NOS

## – as an individual

### **First base**

As you start to read a unit, remember that each one outlines:

- the responsibilities related to that particular function
- the knowledge and understanding required
- the documents that you need to read.

### **Exercise 2** *Knowledge check*

#### **Aim:**

To assess your level of knowledge and understanding for each unit

#### **Outcome:**

A clear idea of what you need to know and understand to be competent

#### **Steps:**

Look at the first unit of the NOS: “Safeguard and promote the values and mission of the voluntary and community organisation.”

Think about the following:

- What does it mean by ‘safeguarding’? And ‘promoting’?
- What are my organisation’s ‘values’?
- What is its ‘mission’?

Next, look at the first knowledge statement: “Know and understand the objects of the organisation, what the organisation stands for, its history and experience, and how it operates.”

Now think about your organisation and answer the following questions:

- Can you explain what its objects are?
- What are its key activities?
- Is it clear how they link to the objects?
- How would you explain what the organisation stands for?
- Where can you find information about these areas?

#### **Five minute teaser**

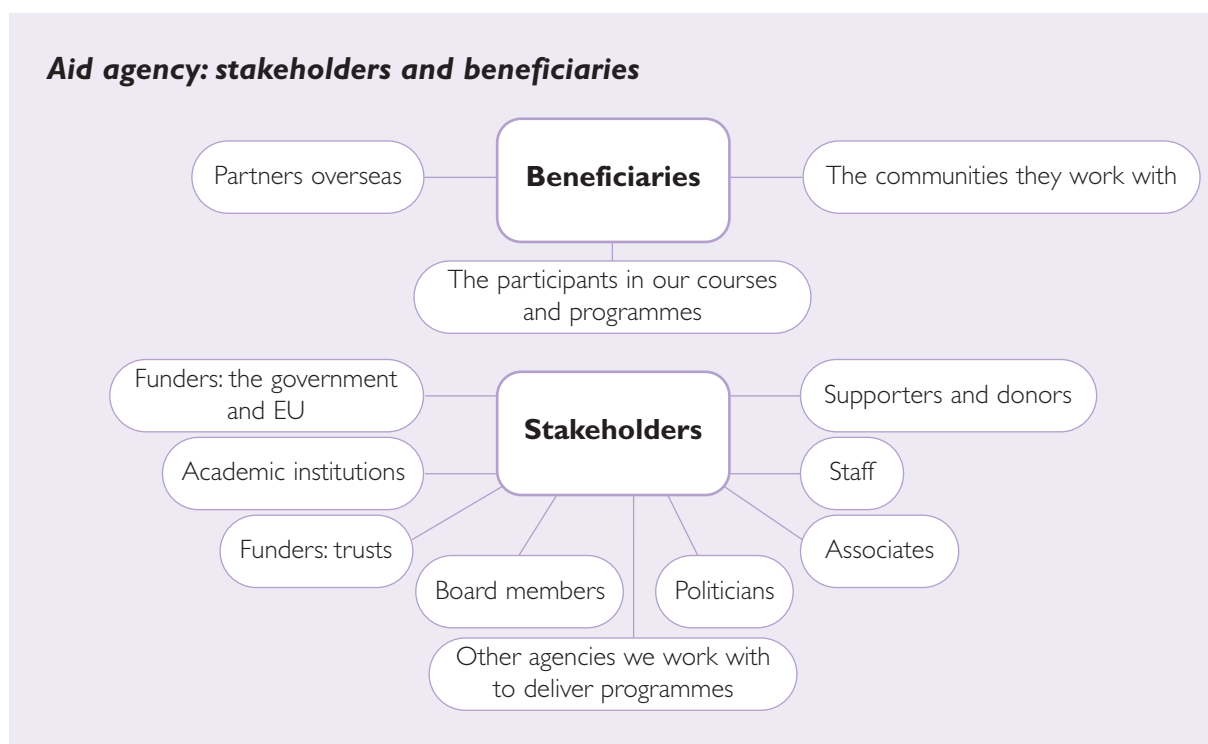
If you had the task of proposing a single phrase to sum up what the organisation stands for, what would it be?



The second knowledge statement says: “who the beneficiaries and stakeholders are, their needs, and how to avoid any conflicts of interest”

Ask yourself:

- Who are the ‘beneficiaries’ of our organisation?
- Who are the other ‘stakeholders’ i.e. the individuals or groups who have an interest in our organisation. These can include donors, funders, volunteers, other charities, corporate partners or government departments. Draw a map or a spider diagram of your organisation’s stakeholders, including beneficiaries. Indicate any order of priority or importance that you feel is necessary.



- What does each group need or want from our organisation?
- Does the organisation have a conflicts of interest statement or procedure? What are the potential conflicts of interest for my organisation? Have they ever arisen?
- Where can I go for more information?

Repeat this exercise for each knowledge statement, so that you build a picture of what you know and what you need to know. Use the table below to jot down the knowledge that you have already and those areas where you need to build your knowledge.

What do I know already?	What more do I need to know?
<ul style="list-style-type: none"> <li>• My organisation’s vision and mission</li> <li>• The beneficiaries it serves</li> <li>• etc</li> </ul>	<ul style="list-style-type: none"> <li>• What are potential conflicts of interest?</li> <li>• Who are our main funders and supporters?</li> <li>• etc</li> </ul>

# Exercises using the NOS

– as an individual

## Next steps and beyond

### Exercise 3 *Building your knowledge base*

#### Aim:

To identify knowledge gaps

#### Outcome:

List of learning priorities and options for addressing them

#### Steps:

Using the information from the previous exercise, choose four or five top priorities to focus your learning. For each of these, think about how to build your knowledge. Remember that learning isn't just about reading books and attending training courses; it can also cover online research, project visits and informal discussions. Everyone has their personal learning likes or dislikes so get creative!



#### Knowledge base builders

Here are a few tried and tested ideas for building your knowledge base:

- Identify relevant reading.
- Ask for a briefing from the organisation (or for the whole board).
- Arrange to meet key people to learn directly from them.
- Find a mentor from another organisation who can assist you.
- Attend a training course.
- Online research.
- Suggest an away day/weekend so the whole board can learn.

Use the space below to jot down any other ideas that you feel might work for you. Alternatively, ask colleagues what worked for them and add their ideas your list.

Other ideas:

.....

.....

Think about how these ideas can be taken forward. Do you need to speak to the chair or the CEO? Should you feed back your findings at a board meeting to see if other trustees share any learning needs? If there is only a limited budget, is there any external funding available for trustee development, or free/low cost learning opportunities through your local Council for Voluntary Service (CVS) for example?



### Seeing is believing

- If you want to learn more about your organisation's vision, mission or stakeholders, nothing beats a bit of personal contact. Find out whether you could visit a project or centre run by your organisation. While you're there, chat to staff about what they do and to clients about the service they receive. At one mental health charity, groups of two or three trustees visit projects, such as the drop-in centre or the advocacy project at the local psychiatric hospital, to chat with staff and experience first hand some of the challenges facing them. And what about volunteering (as a one-off or regular event) so that you can learn about your organisation and help them out at the same time. (NB If you do volunteer, be sure to do it according to your organisation's policy and do make sure that your trustee 'hat' and volunteer 'hat' don't become confused.)



### Meet your mentor

A tried and tested way of offering support to new trustees is to pair them with a more experienced trustee who can serve as a mentor (also known as a 'buddy' or 'pair'). This enables the new trustee to find out background information and ask questions that will put agenda items into context. It is also useful for the trustee to feel that s/he can ask questions – however basic they seem – without feeling intimidated.

Here are some common roles for a mentor:

- coach/trainer: provides guidance on specific issues or skills.
- supporter/encourager: offers motivation to help mentee realise his or her potential.
- sounding board: acts as a friendly ear or someone to share ideas with.
- networker: introduces the mentee to useful contacts.
- big picture person: brings perspective and expertise gleaned from experience in specific areas.
- role model: someone aspirational who demonstrates that success is possible.

(Adapted from *Inducting and supporting trustees: an induction toolkit*, NCVO)

You can find a mentor in the following ways:

- The easiest way is to arrange mentoring within your own board, or perhaps from a former trustee who has retired.
- Ask your chair if s/he can recommend anyone from another charity in your local area or in your field of activity.
- Contact your local CVS to see if they could suggest other charities you could approach or if they could advertise for mentors.
- Think about whether there is an appropriate channel (website, newsletter etc) that you could use to advertise for a mentor.



- See *Enhancing trusteeship through mentoring* by Tesse Akpeki and Arthur Brown (NCVO) for more ideas.
- The Mentoring and Befriending Foundation ([www.mandbf.org.uk](http://www.mandbf.org.uk)) provides general advice and information, including details of e-mentoring. Another source is the East Mentoring Forum [www.mentfor.co.uk](http://www.mentfor.co.uk)

## Exercises using the NOS

### – as an individual

#### ***Building a resource base***

Trustees inevitably get a great deal of paper to read. Much will be archived elsewhere, but some documents need to be kept by you. In addition, some core documents should be supplied to all trustees and retained by them.

You will need to build your own small library or resource base of relevant documents, depending on your interests and involvement. Fundamental to this will be the documents identified in the NOS as essential reading. These include:

- business plans
- governing documents
- annual report & accounts
- annual budget
- strategic plans
- business plans
- board policies
- other policies e.g. health and safety, diversity etc.

Note: these should all be provided in your trustee induction pack.

#### **Exercise 4** *Seven steps to building your resource base*

##### **Aim:**

To identify documents needed for each NOS unit

##### **Outcome:**

Access to and understanding of key documents required by the NOS

## Steps:

### Step 1

Look at the documents lists in each unit and the 'relevant to all units' list.

### Step 2

Check you have copies of these documents.

### Step 3

If there are gaps, make a list of what you need and where to find them.

### Step 4

Consider how best to store and retain these. An e-library? Access to an intranet?  
Good old-fashioned paper copies in an easy-to-access folder?

### Step 5

Now read them! Note any new insights, questions you need to ask or challenges for you or your board. An easy visual way to do this is to draw a small candle or lightbulb for insights, question mark for queries and arrows for challenges.

### Step 6

Do you need any additional briefing or explanation to enable you to understand any of them?  
If so, who can supply this?

### Step 7

Consider whether there are any issues, challenges or questions that you want to raise with the board as a whole or with the staff of your organisation. For example, you may be unsure of the policies your organisation has for a particular area.

## Exercises using the NOS

– as an individual

### ***Adapting your skills***

Effective trustees are able to adapt their skills and experience to the qualities needed for their task. Read the list of qualities relevant to all units. Think back over your experience outside the board; for each one, consider when you have needed to show this quality or skill. What did you learn? How will you bring this into the work of the board? Which of these areas might challenge you most? Are there any areas in which you would like training or briefing or mentoring?

### **Exercise 5** *Quality checker*

#### **Aim:**

To identify how you can demonstrate the qualities required in the NOS

#### **Outcome:**

List of actions related to qualities required and future actions to address gaps

#### **Steps:**

Use the planner below to record how you have demonstrated these qualities in the past, or how you could in the future.

**NOS for Trustees: Relevant to all units.**

**In order to carry out your responsibilities as Trustees, you should draw on the following qualities:**

- be committed to the purpose, objects and values of the organisation

I can demonstrate this by:

- be constructive about other trustees' opinions in discussions, and in response to staff members' contributions at meetings

I can demonstrate this by:

- be able to act reasonably and responsibly when undertaking such duties and performing tasks

I can demonstrate this by:

- be able to maintain confidentiality on sensitive and confidential information

I can demonstrate this by:

- be supportive of the values (and ethics) of the organisation

I can demonstrate this by:

- understand the importance and purpose of meetings, and be committed to preparing for them adequately and attending them regularly

I can demonstrate this by:

- be able to analyse information and, when necessary, challenge constructively

I can demonstrate this by:

- be able to make collective decisions and stand by them

I can demonstrate this by:

- be able to respect boundaries between executive and governance functions

I can demonstrate this by:



You could use this as a review tool after a board meeting, or suggest that the whole board does this.

## Exercises using the NOS

### – as an individual

### Your own learning plan

Now that you've identified the documents you need to read and the qualities you need to possess in order to fulfil the NOS requirements, you're ready for the next stage – addressing the gaps in your knowledge and experience.

### Exercise 6 Personal learning planner

#### Aim:

To identify gaps in knowledge or experience needed to fulfil NOS requirements

#### Outcome:

Prioritised list of knowledge gaps and ideas on how to address them

#### Steps:

Look through the knowledge statements for each unit. Use the planner on the next page to jot down any knowledge gaps or areas that you would like to know more about.

Identify what you need to learn about most urgently and what you would benefit from learning about later on. For each urgent point, consider what support you need to move forward and how best to do so.

Sample learning plan

Knowledge gaps	How can I fill them?	High or low priority?	Support available?	Action plan
Media training	Training course or in house briefing	High	Press office External trainer	Explore yourself? Ask for help from the organisation? Suggest the whole board explores?
Charity law	Read Charity Commission guidance	Medium	Charity Commission website and helpline	Browse the website
Conflicts of interest	Ask staff or other trustees Research policy of other organisations	Low	Staff Other trustees	Speak to staff



#### Make friends with NOS!

Identify other trustees on your board – or in other organisations – who are using the NOS and explore whether an occasional informal chat or email discussion would help you progress. This might also help to identify opportunities for joint learning, shared visits etc.



## Exercises using the NOS

### – as an individual

### Experienced trustees

Even if you have years of trusteeship experience under your belt, the NOS can help you to improve your performance and that of the whole board. The sector is subject to constant change and your organisation is likely to look quite different to how it did five or 10 years ago. Are the skills and qualities that you brought to the board when you joined still relevant to your organisation today? As an experienced trustee, you can use the NOS:

- to assess what you know already
- to identify the gaps in your knowledge
- to assess board performance
- to identify areas for board development.

### Assess yourself

Self-evaluation provides individual trustees with the opportunity to assess their personal contribution. It can help to highlight strengths and weaknesses, support needs and areas where trustees feel best able to contribute (or those which trustees would like to contribute in future). Some boards build in self-assessment as part of their annual board review. This could provide a timely opportunity to look at the NOS.

### Exercise 7 *Self-assessment planner*

#### Aim:

to identify whether you are aware of, and perform, the responsibilities needed to be an effective trustee

#### Outcome:

An objective assessment of how you as an individual trustee and the wider board are performing

## Steps:

Starting with the first NOS unit, read through the performance statements and do the following exercise:

- ✓ Tick those that you feel confident about.
- ✗ Put a cross next to any you feel less aware of, or not aware of at all.
- ? Put a question mark next to any you find challenging or which need board discussion.

Prioritise the areas that you want to know more about or need board discussion, picking your top 3-5 points. Then think about how to address these priorities. Here are some common examples:

- discussion with your organisation's staff
- discussion with your chair
- raise the issue at a board meeting
- self-directed learning (see knowledge base builders section, p.15, for ideas)

Action	Priorities	Next steps
I want to learn more about these	1 2 3 4 5	
I think these need board discussion	1 2 3 4 5	

### Example

Look at Unit 3: “Ensure the voluntary or community organisation operates in an effective, responsible and accountable manner”.

A key responsibility is “ensuring that the organisation holds diversity and equality as positive values in its policies and practice”.

You could learn more about this by:

- reading through organisation’s diversity and equality policies
- looking at the diversity or equal opportunities section or statement on your organisation’s website
- asking for a briefing from your organisation’s human resources manager. This could be for the whole board and cover topics such as employment policies, compliance with legislation and any public recognition of best practice.



### Mind the gaps

You could do the same exercise with the knowledge statements in each unit. Use the sample learning plan on p22 to note down any knowledge gaps and things you could do to fill them.

## Exercises using the NOS – as an individual

### **A reflective alternative**

You can also use the NOS to look at ‘the bigger picture’, exploring the standards in relation to the needs of the organisation and the board.

### **Exercise 8 Board barometer**

#### **Aim:**

To identify key areas for board development

#### **Outcome:**

A list of priorities for improving the performance of the board

#### **Steps:**

Pick a unit and read through it. As you do so, jot down your answers to the questions:

- What is this unit about?  
.....
- In relation to this unit of competence, what does your board or organisation need most?  
.....
- What do you bring that relates to this?  
.....
- What is your board good at?  
.....
- What is it not so good at?  
.....
- What needs to be strengthened?  
.....
- What part can you play in this?  
.....

Repeat this exercise with each unit. Think about how to use your responses: you could suggest discussion at a board meeting, contribute them to the annual board review, or summarise them for a short ‘NOS update’ paper at the next meeting. You might want to engage one or two other trustees in the exercise so that the results produce a more representative picture. You could also use this exercise with the full board.

## Exercises using the NOS

– as an individual

### Exercise 9 *Sample trustee skills audit*

#### Aim:

To identify the specific contribution you can make to the board

#### Outcome:

Clear understanding of where and how you can make a contribution

#### Steps:

This sample skills audit can help you to identify the skills you that you bring to the board. It can be adapted to your organisation's needs to form part of the induction process for any new trustee.

1. What kind of expertise, experience or skills do you consider you bring to the board?

- |  |   |
|--|---|
| <input type="checkbox"/> Administration                          | <input type="checkbox"/> Knowledge of the community                             |
| <input type="checkbox"/> Campaigning                             | <input type="checkbox"/> Knowledge of the needs the organisation exists to meet |
| <input type="checkbox"/> Change                                  | <input type="checkbox"/> Legal  |
| <input type="checkbox"/> Conflict resolution                     | <input type="checkbox"/> Management   |
| <input type="checkbox"/> Consultancy                             | <input type="checkbox"/> Management/restructuring                               |
| <input type="checkbox"/> Customer care                           | <input type="checkbox"/> Marketing  |
| <input type="checkbox"/> Development                             | <input type="checkbox"/> Media/PR   |
| <input type="checkbox"/> Disability                              | <input type="checkbox"/> Neighbourhood renewal                                  |
| <input type="checkbox"/> Equal opportunities                     | <input type="checkbox"/> Networks/alliances                                     |
| <input type="checkbox"/> Financial                               | <input type="checkbox"/> Policy implementation                                  |
| <input type="checkbox"/> Fundraising                             | <input type="checkbox"/> Property   |
| <input type="checkbox"/> General strategic planning and training | <input type="checkbox"/> Research   |
| <input type="checkbox"/> Governance                              | <input type="checkbox"/> Systems  |
| <input type="checkbox"/> History of the sector                   | <input type="checkbox"/> Other (please give details)                            |
| <input type="checkbox"/> Human resources/training                |   |
| <input type="checkbox"/> Information technology                  |   |

2. What other experience or skills do you feel you offer?

3. Are there any areas of the charity's work you have a particular interest in and/or would like to become more involved in?

4. What motivated you to become a trustee of the charity?

(Source: NCVO)



## Section 3: Using the NOS with a board or management committee

### **Why should we use the NOS?**

Your board is responsible for setting and steering your organisation's long-term direction. The NOS can help to chart this journey by providing:

- a common standard for all trustees in the voluntary and community sector
- a tool to help design and evaluate policies, programmes and procedures for trustees
- a set of fair and objective criteria for selecting, recruiting and appraising trustees
- a method of identifying training needs for both the organisation and individuals
- a comprehensive system for managing and developing trustees.

Think of the NOS as a navigation system that will help your board to stay on track and find the clearest route through the busy and often complex world of governance.

Don't think of the NOS as just another document that you have to read. They are designed by trustees for trustees and give the guidance that your board needs to make it more effective.

### **Starting Points**

The four units contained in the NOS cover the core competencies expected of an effective board of trustees. You might find it helpful to build the NOS into your annual board review or trustee appraisals. Around 77% of those consulted about the NOS for trustees said they would use the standards for inducting new trustees, reviewing existing roles and identifying training needs/programmes.

Alternatively your board might decide to use the NOS to develop or review a particular area, such as recruitment or training. Or you might use the NOS to fulfil the regulatory requirements of SORP 2005, which requires boards to explain how they recruit, induct and train trustees.

Use the exercise below to identify focus areas.

# Exercises using the NOS

## – with a Board or Management Committee

### Exercise 1 *Make your own NOS agenda*

#### Aim:

To open up discussion about governance and bring out issues that need to be tackled

#### Outcome:

A clear agenda of concerns that could be addressed using the NOS

#### Steps:

Busy boards benefit from targeted discussions. A good question followed by a good discussion can effectively focus group thinking and help them to see the big picture.

The questions below are a starting point, or invent your own. You can use any or all of them – but tackle only one per meeting!

Good questions:

- If our organisation disappeared tomorrow, would people miss us? Why?
- What is our biggest asset? (It need not be financial.)
- Who are our beneficiaries?
- What is the single greatest threat to this organisation?
- What do our funders value most about this organisation?
- What is our key strength as a board?
- What is our top priority as trustees?
- If the beneficiaries or supporters came to a board meeting, what would they think?

This exercise can be done in a limited time frame, for example during 20 minutes set aside at the beginning of a meeting. Alternatively it can be included in a board awayday, or as part of other developmental activities.

How to do this exercise:

- Introduce the question to the group.
- Give them a few minutes to write down their response. Every member must come up with some kind of answer.
- Appoint someone to write the issues that emerge in the responses on a flipchart or overhead projector.
- Lead a discussion about these. What issues emerge as priorities? Has anything new or surprising emerged? What do you need following this discussion?
- Identify two or three issues where the NOS could help you to move forward.

*Adapted from The Good Governance Action Plan Workbook (NCVO, 2005)*

# Exercises using the NOS

## – with a Board or Management Committee

### Exercise 2 *How do we fit?*

#### Aim:

To identify whether trustees understand and fulfil the responsibilities outlined in the NOS

#### Outcome:

An action plan of how to meet the responsibilities required by the NOS

#### Steps:

1. Prepare copies of the ‘responsibilities’ sections of the NOS texts with a column on the right hand side of the page. A sample is overleaf, or use the downloadable version from Governance Hub website.

2. Split the board into four groups and ask each group to go through one unit and indicate in the checklist column whether they:

1. understand this responsibility and feel competent
2. understand it partly but would like to strengthen it
3. see this as an area that needs discussion and development

Alternatively, ask board members to do this in advance at home as part of their meeting preparation and send the results to a board or staff member who will collate them.

<b>Unit 1: Statements of performance</b> <b>When safeguarding and promoting the values of the organisation, as trustees you are responsible for:</b>	<b>Indicate * 1, 2 or 3</b>
1. ensuring that you are clear about why the organisation exists, what it stands for, and that you promote the values, aims and ethos so that it accomplishes its mission.	
2. setting the strategic direction of the organisation.	
3. acting in a manner consistent with the values and mission of the organisation.	
4. ensuring that the organisation's values and mission are clearly stated and can be understood and recognised by beneficiaries and by stakeholders.	
5. regularly reviewing the values and mission of the organisation to ensure that: a. they continue to remain valid and relevant, and b. they take account of changes external to the organisation eg. legal, political and economic c. the governing documents reflect this.	
6. ensuring compliance with the organisation's objects, and upholding the values of the organisation and its governing documents.	
7. ensuring decisions relating to these responsibilities are made in the best interests of the organisation and its beneficiaries.	
8. ensuring that the organisation is not unduly influenced by external organisations or individuals.	

\* 1. means you understand this and feel competent. 2. means you would like to strengthen this.  
3. means you think this needs discussion.

3. Collate the results and produce an action plan template based on the points that have scored 2 or 3. An example is below.

For each action point, consider what kind of response is needed:

- Learning or information for the board?
- Review of an area of policy?
- Getting some expert advice?
- Further research into options?
- Other?

<b>NOS Unit Reference</b>	<b>Key issue</b>	<b>Whether scored 2 or 3</b>	<b>What we need to do</b>

## Exercises using the NOS

– with a Board or Management Committee

### Using the NOS in board work

This section outlines some key areas where the NOS can help the board's work. It provides examples of how to use the standards and practical exercises for linking them to the board's work. If your board needs further guidance, some useful resources are listed in the Resources section at the end of this toolkit.



#### Virtual realities

Make it easy for your trustees and board to use the NOS by placing materials related to the standard on a CD Rom or intranet. Whenever you want to discuss a particular unit or focus on learning from an exercise, the information is in an easy-to-use format and close at hand.



For other practical ideas on using standards in your work, look at *How are you doing? Using National Occupational Standards to enable people to achieve professional and personal goals*

### Trustee recruitment, selection & induction

“The recruitment, selection and subsequent induction of a new trustee into a charity are an opportunity to improve the effectiveness of that charity. Where all three elements work properly it can lead to a balanced, well informed, and effective trustee body that can result in a well-governed and effective charity. Where the process is weak, or absent, then at best the effectiveness of the trustee board may be hampered; at worst it can lead to major problems for the charity and its beneficiaries.

“Too many charities are also expecting new recruits to come to terms with the demands of the job without access at the outset to basic information about the charity's activities, finances and constitutional aims.”

*From RSI – Trustee Recruitment, Selection and Induction (Charity Commission, 2002)*

“When I joined as a trustee of my local community centre, my induction was invaluable – I don't know how else I would have settled in! Firstly, I was sent a role description for trustees, to help understand the board's duties and responsibilities. I then met with the chair and centre manager to find out more about the organisation, any major issues and the role of the board in tackling them. Finally, I was invited to a board meeting as an observer to meet other trustees and experience how the committee worked and decide whether or not I would fit in.”

*Peter, charity trustee*

### *Recruitment & selection*

Attracting and selecting the right trustees for your board is hugely important yet many organisations don't have effective policies and practices in place to do so.

According to research published by the Charity Commission in 2005:

- 81% of charities still rely on word-of-mouth and personal recommendation.
- Over a third (39%) sometimes have difficulties recruiting new trustees.
- 30% of charities find it hard to attract young trustees.
- 42% of trustees are aged 60 or over.
- only 0.5% of trustees are aged under 24.
- 11% always find it difficult to recruit trustees.

Common issues for concern include:

- reliance on traditional, limited recruitment methods such as word of mouth and personal recommendation.
- lack of transparency in the recruitment process.
- under-representation of certain groups and lack of board diversity.
- absence of guidance for new trustee on their role and responsibilities.

When recruiting new trustees, the entire board should be clear about the charity's purpose and aims. You also need to understand your broader duties and responsibilities as trustees to ensure that you act in the best interests of the charity and that you can explain to new trustees what is expected of them. The NOS are an ideal tool for this task.



*RS10 - Start as you mean to go on: Trustee Recruitment and Induction* is available from the Charity Commission website at **[www.charity-commission.gov.uk](http://www.charity-commission.gov.uk)**

Further information about trustee recruitment and induction is available from the NCVO website at **[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)**

# Exercises using the NOS

– with a Board or Management Committee

## Exercise 3 *Using the NOS in recruitment*

### Aim:

To give potential and new trustees a clear understanding of your organisation

### Outcome:

A pack or series of documents covering the key things that a new or potential trustee should know about your organisation

### Steps:

Before you start the recruitment process, use the NOS units to compile a list of key things that you and a potential trustee need to know about your organisation e.g. vision, mission, potential conflicts of interest etc. This could be adapted for inclusion in your trustee induction pack.

- Read the NOS for trustees from the viewpoint of someone new to trusteeship and make a list of the questions you would ask (you could get a friend or colleague who is not a trustee to do this for you.) e.g. What are the objects of this organisation? How does the organisation view the risks it faces? What is its legal structure?

- Look at your list and prioritise:

Mark essential information with 3 ticks: this is information someone needs even to consider becoming a trustee.

Mark information that is important, but can be communicated later on in the process of induction with 2 ticks.

Mark information that will be dealt with in normal board business and does not need to be communicated at this stage with 1 tick.

- Look at the questions that scored 3 ticks. Check you know where the answers can be found.
- Compile a single page of key information about governance in your organisation to give to anyone interested in becoming a trustee. Make sure it contains practical information about the trustee's meetings as well as 'motivational' information such as the board's role in relation to values. Check it contains all 4 areas of the NOS.



If you plan an open recruitment process, via networks, websites or other media, use your information page to draft an advertisement.

# Exercises using the NOS

## – with a Board or Management Committee

### Exercise 4 *Skills for the job*

#### Aim:

To identify skills shortages on the existing board of trustees

#### Outcome:

List of areas where board needs additional skills/training, and recruitment needs

#### Steps:

1. Assessing the skills of your board will help you to identify any gaps. Using the NOS as a benchmark, conduct a 'skills audit' (see page 27) and use the results as the basis for your recruitment.
2. Think about changes to your organisation's circumstances. Have its financial structures become more complex? Is it looking to raise its profile with government? Does it want to forge closer links with the business sector?
3. Think about the terms of office of existing trustees, and the need to plan ahead for when people with key skills leave. What skills might be needed in the next year or two?
4. Prioritise your list.

This process will highlight any additional skills required by the board to perform effectively. The results will form the basis of your recruitment process.

#### Case study

Age Concern Wakefield District is a medium-sized charity which promotes the health and well being of older people in the Wakefield district.

The charity recently carried out a skills audit of the trustee board to identify any gaps in expertise of its trustees. The audit concluded that the board had a wide spread of experienced trustees, but it would be an advantage to have more financial expertise. The trustees thought this was an ideal opportunity to appoint a professional accountant to the board. They decided to write to local companies in the area inviting suitably qualified people to apply for the vacancy.

A manager of one company they contacted felt this would be an opportunity for one of his staff to help the charity and at the same time broaden that person's accounting experience and knowledge of the voluntary sector. The charity has since appointed this person, who is still in his 20s. By carrying out a skills audit and widening its recruitment methods, the trustee board has gained not only a better balance of skills but also improved its diversity.

(Source: Charity Commission)

## Exercises using the NOS

### – with a Board or Management Committee

#### *Representative view*

The NOS can help you to ensure that your recruitment and selection procedures for trustees are fair and ethical. Unit 3 sets out the key competencies needed for the board to demonstrate that it is effective, responsible and accountable, including the responsibility for “ensuring that the organisation holds diversity and equality as positive values in its policies and practices”. One important way of doing this is to ensure that the board reflects and respects these values.

#### **Exercise 5** *Using the NOS to strengthen diversity*

##### **Aim:**

To assess recruitment and selection policies and practice to ensure that they encourage diversity and equality

##### **Outcome:**

An inclusive recruitment and selection procedure that encourages diversity in your organisation

##### **Steps:**

1. Set aside some time at your board meeting to review diversity and equality as they relate to recruitment and selection. Does the board reflect the communities it serves or represents? How diverse is the board at present, with regard to age, gender, ethnicity, disability? Are there other kinds of diversity that should be represented on your board, in view of the organisation’s work or its character? For example, faith experience or membership of a particular faith community, or sexual orientation?
2. Identify what you are doing already (e.g. advertising in specialist media, using the ‘two ticks’ symbol to show you encourage disabled applicants). Have these strategies been effective?
3. Then look at what you could be doing (e.g. providing application packs in alternative formats, targeting younger people).
4. Think about how you can make your board’s practice and commitment in this area visible to the organisation and its supporters. If you have a website, could it carry brief profiles of all your board members?

## Exercises using the NOS

### – with a Board or Management Committee

#### *Developing role descriptions and person specifications*

The responsibilities, knowledge and qualities set out in the NOS are an ideal starting point for writing role descriptions and person specifications. These are important as they help the board to recruit the most suitable trustee for their organisation. They also provide prospective trustees with clear information about what the role entails and what is expected of them.

Role descriptions and person specifications can be used:

- for recruitment
- for induction
- in board reviews
- for reference
- to clarify role.

### **Exercise 6** *Using the NOS to develop role descriptions and person specs*

#### **Aim:**

To identify the key roles, responsibilities and qualities required of a potential or existing trustee

#### **Outcome:**

Clear role description and person specification for trustees and/or chair

#### **Steps:**

*'Role description: the roles, responsibilities and tasks that the trustee is expected to carry out'*

*'Person specification: the skills, experience and qualities that are expected from the trustee'*

1. Does your organisation already have a role description for trustees, or even one just for the chair?  
If so, get hold of copies of these and put them alongside the NOS. What is missing? What might need to be re-worded? What might need to be omitted?

2. Think carefully about the language used and how readers will feel when they read the role description or person spec. How can you make sure it is reasonably accurate and gives a full idea of what's involved, without putting people off? It might be helpful to get hold of trustee role descriptions used by other charities or similar organisations. You could also look at trustee advertisements in publications such as *The Guardian* or on other charity websites.
3. You will also need to think about diversity here. If you want to attract younger board members, or board members who bring a particular experience or perspective, how will they respond to the role description? Can you 'road-test' your role description with a few people, and get them to suggest any changes to the language or additions that are needed?



NCVO's *Living Policy: A complete guide to creating and implementing policy in voluntary organisations* suggests questions to be used when drawing up a role description.  
Details from **[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)**



Sample role descriptions for trustees can be found on various websites.  
Try **askncvo** on **[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)** or **[www.ivac.org.uk](http://www.ivac.org.uk)**

## Exercises using the NOS

### – with a Board or Management Committee

#### **Developing an induction programme**

Getting a good induction is vital to ensuring new trustees can carry out their role well and contribute to the organisation. Induction is more than handing over information; it involves building relationships, experiencing what the organisation tries to achieve, and understanding the challenges it faces. But a core part of induction is about ensuring that trustees have all the information and documents they need to carry out governance.

#### **Exercise 7** *Reviewing or developing your induction programme*

##### **Aim:**

To build an effective trustee induction programme using the NOS

##### **Outcome:**

Induction programme checklist and/or pack

##### **Steps:**

###### Step 1

One important way of ensuring trustees have the information they need to perform their role is reading key documents. Each NOS unit sets out what trustees should have read and have access to in order to perform their role in that area competently. The units list some specific documents (e.g. strategic plans, business plans in Unit 1) and some categories of documents (e.g. policies relevant to the operation of the organisation in Unit 4). Each organisation needs to compile its own list as part of an induction pack.

- Using the lists in each unit, compile a list of the specific documents a trustee needs in your organisation, naming each policy etc.
- If your organisation has an induction pack already, check this list against the pack. What is missing? What needs to be added? Think about documents from other sources such as the Charity Commission, as well as documents from the organisation.
- Look at the list as a whole. Is there any way of making these documents easily accessible, or facilitating reading and understanding? For example, could they all be placed in a special trustee area on a website or intranet, with password access? To ease reading, is it possible to prepare executive summaries – or even provide a highlighter pen!

## Step 2

Use the responsibilities section in each NOS unit to shape the induction programme.

You might want to:

- provide opportunities to get to know the organisation, through a tour of the buildings or projects or activities; attending a staff meeting; meeting those who use the services, or supporters
- identify trustee support needs using a skills audit based on the NOS (see p.27)
- organise one-to-one briefings on particular issues
- arrange a 'buddy' or peer support from an experienced board member
- encourage participation in relevant courses or conferences (see the Governance Hub and NCVO websites for details).

## Step 3

Ensure that the induction programme has someone who leads it or keeps in touch with new trustees as they move through the programme.

Build in a review after six months. You could use the NOS in part for this: invite the trustees to look through the NOS and list:

- any responsibilities that have not been covered or which are unclear
- any areas of knowledge and understanding which have not been covered or which are still unclear.

Then use this list to make an action plan for further development.

### Case study

This large charity employs a part-time trustee officer, who is responsible for supporting the induction process. A checklist covering all the areas of the charity's work is used as a basis for creating an induction programme tailored to the needs of the new trustee. The trustee officer meets the new trustee as soon as possible after appointment, to discuss induction needs and to distribute key information, such as the charity's governing document, accounts and minutes from meetings. A copy of the booklet, *Responsibilities of Charity Trustees (CC3)*, organisational charts and information about the charity's policies are also provided. The new trustee meets key charity personnel and any conflicts of interest are declared. An existing trustee is appointed to act as a mentor for the new trustee.

(Source: Charity Commission)

## Exercises using the NOS

### – with a Board or Management Committee

#### **Developing a training needs analysis**

One of the central ideas embedded in the NOS is that trustees need to learn to be effective; they don't arrive ready made. And this learning continues as trustees and boards grow and develop with their organisations, facing up to challenges and even crises.

Training or learning for board members may be a new idea for many trustees. They are usually very busy people who already give their time and energy in a voluntary role. Asking them to find more time for their own further learning may seem a demand too far. So it is important to think about how best to do this. It could be within board meetings; during an annual away day; through extra sessions for those interested; delivered via online options or even work at home.

It also helps to think about different learning styles and offer trustees different approaches. Some will want to read material; others will want opportunities to listen to speakers and take part in discussion; others prefer learning from experience. Make sure you build in options when you plan learning or training for your board.

#### **Exercise 8** *Fill in the gaps*

##### **Aim:**

To identify knowledge and training gaps on the board

##### **Outcome:**

A list of training priorities and delivery mechanisms

##### **Steps:**

1. Issue trustees with a skills audit form and ask them to complete it before your next meeting.
2. Choose one unit of the NOS and ask trustees to read (provide a print out or an online link) before the next meeting. Ask them to think about the knowledge required and whether they possess this knowledge. Get them to put a tick next to the areas that they think are covered, and a cross next to those needing attention.
3. Allocate part of the board meeting (one hour is a good starting point) to discuss the results. Where are the ticks? And the crosses?
4. Designate one trustee who will write up the responses to the next questions on a flip chart.
5. For the areas that have been given crosses, ask trustees to say what knowledge is required at present.
6. Then ask them what knowledge might be required in future.
7. Ask each trustee to prioritise those areas needing attention (5= high priority, 1 = low priority). The highest scoring priorities call for immediate action.

Example: For Unit 3, 'ensure the organisation operates in an effective, responsible and accountable manner', the chart might look something like this:

This unit requires...	Future challenges?	Covered or needs attention	How is it covered? How can it be covered?
Understanding of fundraising & other income	Local authority funding cuts and need to generate independent income	Needs attention	Briefing from funding advisor at our local council for voluntary service (CVS)
Awareness of conflicts of interest	Role of local councillors who serve as trustees and approve grants	Needs attention	Draw up a conflicts of interest policy and a register of interests
Knowledge of employment requirements	Forthcoming disability legislation	Covered	Recent DDA training for all trustees and staff

Repeat the session for each unit at different meetings so that you build a rounded picture of your board's training needs.

## Exercises using the NOS

### – with a Board or Management Committee

#### ***Developing a board learning plan***

In Section 2, we looked at how individual trustees can assess their skills and knowledge gaps (exercise 3) and plan their learning (exercise 6). The section above looked at how the whole board can assess its collective learning needs. By using the NOS to identify trustee training needs, you can see how the standards can help your organisation to:

- increase the credibility of training programmes
- enable new learners to see the relevance of training
- broaden your board's skills base.

The next step is to develop a board learning plan. This should be based on the skills and knowledge outlined in the NOS and be informed by the training needs analysis. It could cover areas such as:

- awareness of equalities issues
- awareness of new areas of work or legislation
- recognising and dealing with conflicts of interest
- understanding budgets/financial accounts
- improving meeting skills
- update on roles and responsibilities.

## Exercise 9 *Developing a board learning plan*

### Aim:

To develop a detailed plan setting out the learning the board will undertake over a reasonable time period

### Outcome:

A broad learning plan with specific commitments

### Steps:

1. Use the results from Exercise 8 as the base for your plan.
2. For each learning need, agree on:
  - a time frame (e.g. within six months, during this financial year)
  - the delivery mechanisms (e.g. self-directed learning, training course, online learning etc)
  - whether it is an individual need or a group need
  - how the learning will be evaluated
  - a budget for learning, if thought necessary.
3. The plan can be amended or added to during the year to reflect changes to your organisation's priorities or newly identified learning needs.



Refer to the individual learning planner (exercise 6) in Section 2 for more information on this



#### Learning champions

Appoint a pair of trustees (perhaps with experience of – or an interest in – training or professional development) to manage the board learning plan project. This will give other trustees a focus and they can provide regular progress updates on any learning undertaken.



## Exercises using the NOS

– with a Board or Management Committee

### **Evaluating your training**

You can use the NOS to identify learning opportunities that will help the board and individual trustees to perform the responsibilities outlined in each unit. The ‘knowledge’ section of each unit will also enable you to assess the relevance of any courses. When designing or commissioning tailored training packages you can use the NOS to define the results you want to achieve.

### **Exercise 10 Training evaluation example**

#### **Aim:**

To assess the effectiveness of training or learning

#### **Outcome:**

Clear understanding of what is needed from training course or learning opportunity to meet NOS requirements

#### **Steps:**

1. Look at Unit 2: ‘Determine the strategy and structure of your organisation’. This calls for trustees to know and understand: “the importance of financial planning, budgets and of monitoring income and expenditure, outputs and outcomes”.
2. When considering a possible training course or other learning opportunity related to finance, consider the following:
  - Does the learning cover the skills, knowledge and performance standards required in the NOS?
  - How does it demonstrate this?
3. Use the questions below to evaluate your learning afterwards. The NOS will help you to focus on whether the learning has met your needs. For example, do you understand what the major liabilities are, how the charity is funded and what its commitments are? Can you read the balance sheet and understand the major variances from one year to the next? Do you understand the accounting policies for income recognition and expanding resources?
  - Having undertaken the learning, was it suitable for my needs?
  - How can I demonstrate this?
  - Did the learning fail to address any needs? If yes, which ones?
  - How could these be met?
  - Is my knowledge now at a recognised level or standard?
  - How can I keep my learning up to date?

You could carry out a similar review related to Unit 3.1.7 which deals with fundraising and Unit 3.2.3 which covers financial matters.

## Exercises using the NOS

– with a Board or Management Committee

### ***Developing appraisals for individual trustees***

Appraisals are a common form of supporting and developing paid staff but the process can be equally useful for trustees. Appraisals are an important opportunity to encourage a trustee to consider how best to contribute to the board. They also give the board a chance to examine whether the trustee is contributing effectively.

#### ***Exercise 11 Using NOS in trustee appraisals***

##### **Aim:**

To map a trustee's effectiveness against the responsibilities and qualities outlined in the NOS

##### **Outcome:**

Appraisal of the extent to which trustees are performing their role and areas for further action

##### **Steps:**

You will have already used the standards to draw up the role description and person specification for that trustee's role. The appraisal could take the form of self-reflection using a questionnaire and/or a conversation with the chair. For both methods, questions to consider include:

- Does the role description accurately reflect the role you are performing?  
If not, what do you think should be added or omitted?
- Which aspects of the role do you feel you are performing well?  
Which are you less comfortable with?
- In which areas would you appreciate additional support or guidance?
- What are your preferred methods for learning?
- What else could help you to contribute more effectively?
- Are there any areas of board work that you are not currently involved with but would like to be?  
If so, which ones?
- In which areas do you think the board as a whole could improve its work or learn more?
- Have you received the information outlined in each unit of the NOS?  
Have you read these documents?
- Do you have a personal learning plan to work through the NOS?

You should agree on when performance against the NOS be assessed again, what will be the expectations for the trustee by that time and what support will be provided to help them.

## Exercises using the NOS

– with a Board or Management Committee

### ***Developing appraisal or review for the board as a whole***

Although the NOS are primarily aimed at individual trustees, they can also be used by boards as a whole, either for developing learning plans, as explained earlier, or to introduce appraisal or review. If the board members have become familiar with the NOS this may be an easier way into board review or appraisal than moving to a different tool such as the Code of Governance. The NOS could also be used as an alternative if you have already been using a different method of review or as a 'health check' in between larger less frequent reviews.

### **Exercise 12** *Using NOS in board self-review*

#### **Aim:**

To assess board's performance

#### **Outcome:**

Action points for improving and measuring performance

#### **Steps:**

Allocate some time (e.g. away day, retreat or just some time as part of an extended board meeting) to review your board's performance using the NOS as a benchmark. As you work through the NOS units, keep in mind these questions:

- What are we doing well?
- What aren't we doing well/at all?
- What else could we be doing?
- How can these areas be addressed?
- How will we measure our progress?

#### **Example**

Look at *Unit 1: Safeguard and promote the values and mission of the voluntary or community organisation*

1. What are we doing well? *We comply with the governing document. We recently checked through our governing document in preparation for our AGM. All trustees have a copy and new trustees have a briefing on the legal jargon in the document.*
2. What aren't we doing well/at all? *We are not sure how well the values and mission are understood by stakeholders.*
3. What else could we be doing? *We have not reviewed our values and mission for eight years.*
4. How can these areas be addressed? *A review of our values and mission could take place in wider consultation with beneficiaries and stakeholders.*
5. How will we measure our progress? *We aim to complete the review of our values and mission by the end of the year.*

## Exercises using the NOS

### – with a Board or Management Committee

#### ***Planning the board's work***

An effective board needs to use a number of tools and approaches in planning its work. These include input from staff, ways of analysing the context in which your organisation works, and deciding what kind of plan or targets your organisation should have in place. Alongside these, the NOS can be used as a reference point or to provide baseline principles when carrying out the following activities:

- planning tasks and monitoring delivery.
- specifying what level of performance must be achieved.
- diagnosing why individual and/or board performance may not be meeting expectations.
- improving relationships and board function.
- contributing evidence for organisational quality systems (e.g. Investors in People, PQASSO, the quality assurance framework for small organisations).

Below are three examples of exercises that can help boards to use particular points from the NOS. You could adapt these for different statements or elements within the NOS, or devise your own exercises (and if these work, send them to the Governance Hub to be included in the next edition of this toolkit).

## Exercise 13 Getting to grips with the NOS

### Aim:

To demonstrate how the NOS has practical applications to your organisation

### Outcome:

Clear understanding of how one statement in the NOS can be applied practically to our organisation

### Steps:

This one-hour session will help your board to get to grips with the language in the NOS and see how the standards apply to your organisation.

#### Step 1

Ask the group to read through statement 3.1.6 *'you are responsible for delegating, when appropriate, specific activities with clear instructions about what has been delegated, to whom, for how long and the reporting lines of communication.'* Ask for questions of clarification. Remind the group that trustees take overall responsibility for their organisation, but usually delegate specific tasks to specific people (staff, individual trustees, volunteers).

#### Step 2

Split into groups. Using a flip chart, ask the group to draw a line down the middle and on one half list the tasks the trustees do as a trustee board as a whole, and on the other half list the tasks they ask others to do. The latter list could include tasks that are 'delegated' to individual trustees, like the chair or treasurer. For each task in this second 'delegation' column, note next to it how the 'delegation' is agreed and how it is reported back to trustees.

#### Step 3

Feed back responses to the whole group and form an agreed list. Using a second flipchart sheet, write down the different ways in which delegations are made. Are there any changes that need to be made? (e.g. You may find that you do not have a terms of reference or written statement of roles for a sub-committee; or that you don't always minute when you ask the chair to take a decision in between meetings.)

#### Step 4

Identify a volunteer or member of staff to take forward these action points and report back to the board.



#### Retreat to advance

Board retreats or awaydays are special meetings that may be arranged to accomplish a variety of purposes: to evaluate progress, plan for the future, or to address an issue too complex or significant to be handled properly in a normal board meeting. A retreat is a good way of conducting a board self-assessment. Sometimes it involves an external facilitator and the format and tone of the day or weekend is less formal than a board meeting. A retreat is ideal for reflection and innovation – and also injects some fun into the governance schedule!

## Exercises using the NOS

– with a Board or Management Committee

### Exercise 14 *Drawing up a code of conduct for trustees*

#### Aim:

To discuss the behaviours, values and qualities required of a trustee

#### Outcome:

Trustees should be able to describe the behaviours, values and qualities required of trustees and draw up a trustee code of conduct

#### Steps:

##### Step 1

Set aside one hour for this exercise. In small groups, imagine you are drawing up an 'agreement' for a new trustee who is about to join your board. Write down all of the 'rules' you expect trustees to follow. 'Rules' don't just mean formal written rules but also behaviours or values. Refer to the 'qualities' section of the NOS units to check you haven't left anything out.

Rules could include: making sure all trustees can contribute to a discussion; acting in the best interests of the organisation and not any other outside interest; always sending apologies if you can't attend a meeting; and so on.

##### Step 2

Report back to the full group and draw up an agreed list.

##### Step 3

Identify a volunteer or member of staff to take the list away and draw it up into a written Code of Conduct for board approval. They could refer to existing best practice such as NCVO's model code of conduct.

## Exercises using the NOS

### – with a Board or Management Committee

#### **Bright ideas**

The exercises in Sections 2 and 3 will point your board to further questions related to the NOS e.g. ‘How can we learn more about funding options?’ or ‘How do we make the board more diverse?’ The following exercise will help you to identify possible ways forward, and can be used for any particular issue that has come up in discussing the NOS.

#### **Exercise 15 Board brainstorming**

##### **Aim:**

To identify solutions to the challenges generated through using the NOS

##### **Outcome:**

Consensus on solutions and next steps

##### **Steps:**

A ‘board brainstorming’ session is an excellent way of finding solutions to specific challenges generated by using the NOS. But it does require careful planning – it can be slightly anarchic in nature!

How to brainstorm:

1. Define your question e.g. “How can we attract a wider pool of trustees?” Ensure that everyone understands the question and agrees on the wording. You may also need to define what you mean by certain terms e.g. ‘wider’ (from other areas, backgrounds, age groups, all of the above etc)
2. Think about when is the best time for your board to brainstorm. A session at the end of an afternoon board meeting might not produce the most creative responses. You might decide that this could be part of an away day or weekend retreat.
3. Set yourself a time limit. Some boards will have plenty to go on after 20 minutes; others – particularly larger ones - may need more time.
4. Set some ground rules. Everyone should contribute at least one comment, no matter how daft it sounds. No one should criticise what they hear. Shouting and laughing should be encouraged!
5. Appoint one trustee (or facilitator) to write down your comments on a flipchart.
6. When your time is up, pick five ideas that everyone at the session agrees on (e.g. advertise board vacancies in a national newspaper, invite service users to apply).
7. For each idea, brainstorm again for strengths (e.g. shows diversity good practice) and weaknesses (e.g. costs)
8. Ideas with the most strengths should be followed up with further action by your board. Those with several weaknesses could be explored in further depth by a smaller group of your trustees.
9. Keep a record of the session so the board can revisit ideas if the top five don’t work out.

## ***And finally...***

The benefits to organisations of using NOS will inevitably vary from organisation to organisation. But just to give you a flavour of what can be achieved, here are some comments from people who have used NOS in their work:

“It enhanced performance at individual level, improved service delivery at organisational level and increased motivation throughout.”

“Affirmation that the organisation is working to nationally recognised standards of best practice.”

“More coherent approach to continuous professional development across the whole organisation.”

“Reassurance that the organisation has ‘got it right’.”

“Made life simpler.”

## **Send your feedback to the Hub**

This toolkit has been developed to use in the first phase of introducing the NOS for trustees in a workshops programme around the country. The Governance Hub intends to review the toolkit towards the end of 2006 and develop any additional materials needed.

- Send your comments on the toolkit or on any of the exercises to the Governance Hub.
- If you have developed any new or additional exercises related to the NOS, the Governance Hub would be glad to know about those and will consider including them on the Hub website or in the next edition of the toolkit.

## Section 4: Resources

A selective list of websites and publications that may be useful.

### **On trusteeship and governance generally**

NB None of these yet make reference to the NOS for Trustees. The Governance Hub is encouraging the development or revision of resources which are based on, or cross referenced to, the NOS for Trustees and/or the Code of Governance.

Governance Hub  
[www.governancehub.org.uk](http://www.governancehub.org.uk)

National Council for Voluntary Organisations  
[www.ncvo-vol.org.uk/askncvo](http://www.ncvo-vol.org.uk/askncvo)

The Charity Commission  
[www.charity-commission.gov.uk](http://www.charity-commission.gov.uk)

Directory of Social Change  
[www.dsc.org.uk](http://www.dsc.org.uk)

Other websites with useful resources include  
Bromley Community Links  
[www.communitylinksbromley.org.uk](http://www.communitylinksbromley.org.uk)  
NACVS  
[www.nacvs.org.uk](http://www.nacvs.org.uk)

Islington Voluntary Action Council  
[www.ivac.org.uk](http://www.ivac.org.uk)  
Governance magazine  
[www.charitygovernance.co.uk](http://www.charitygovernance.co.uk)

Support and networking for trustees  
Charity Trustee Networks  
[www.trusteenetworks.org.uk](http://www.trusteenetworks.org.uk)

*The Code of Governance for the Voluntary and Community Sector*  
Governance Hub website

*The Good Trustee Guide* Peter Dyer  
NCVO 2004

*The Good Governance Action Plan* Sandy Adirondack, NCVO, 2002  
*The Good Governance Action Plan Workbook* Tesse Akpeki, NCVO, 2005

*CC3: The Essential Trustee*  
Charity Commission, 2005  
*CC60: The Hallmarks of an Effective Charity*  
Charity Commission, 2004

*The Trustee Pathway*  
CD-Rom  
SAVO (Suffolk Association of Voluntary Organisations) [www.savco.co.uk](http://www.savco.co.uk)

*The Charity Trustee's Handbook*  
Mike Eastwood DSC Publications 2001  
£9.95

*Tending your Board: A seasonal guide to improving the way your board works.*  
Bassac/Governance Hub 2005

### **On National Occupational Standards**

Further resources to assist you to use the NOS for trustees will be available from the Governance Hub website.

Workforce Hub  
[www.workforcehub.org.uk](http://www.workforcehub.org.uk)

Skills for Business  
[www.ukstandards.co.uk](http://www.ukstandards.co.uk)

*The NOS for Trustees and Management Committee Members*  
[www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)

*How are you doing? Using National Occupational Standards to enable people to achieve professional and personal goals* NCVO, 2004  
[www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)

## On trustee recruitment and induction

Recruitment websites  
[www.getonboard.org.uk](http://www.getonboard.org.uk)  
[www.timebank.org.uk](http://www.timebank.org.uk)  
NCVO's Trustee Bank Directory  
[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)  
Reach: matching scheme for voluntary organisations and volunteers with career skills  
[www.volwork.org.uk](http://www.volwork.org.uk)

*RSI - Trustee Recruitment, Selection and Induction* Charity Commission, 2002  
*RS10 - Start as you mean to go on: Trustee Recruitment and Induction* Charity Commission, 2005

*Inducting and supporting trustees: an induction toolkit* NCVO 2002

## On mentoring

Mentoring and Befriending Association  
[www.mandbf.org.uk](http://www.mandbf.org.uk)  
  
East Mentoring Forum  
[www.mentfor.co.uk](http://www.mentfor.co.uk)

*Enhancing trusteeship through mentoring* Tesse Akpeki and Arthur Brown  
NCVO 2001

## On policy

*Living Policy: A complete guide to creating and implementing policy in voluntary organisations*  
Tesse Akpeki, Marta Maretich, Becky Forrester, NCVO 2004

## On legal matters

ICSA – Institute of Chartered Secretaries and Administrators  
[www.icsa.org.uk](http://www.icsa.org.uk)  
  
Charity Commission  
[www.charity-commission.gov.uk](http://www.charity-commission.gov.uk)

*ICSA Guidance Notes* cover job descriptions, appointment letters, liability and other matters.  
*The Voluntary Sector Legal Handbook* Sandy Adirondack and James Taylor, DSC 2001

## On diversity and equality

Commission for Racial Equality  
[www.cre.gov.uk](http://www.cre.gov.uk)  
Disability Rights Commission  
[www.drc-gb.org](http://www.drc-gb.org)  
Equal Opportunities Commission  
[www.eoc.org.uk](http://www.eoc.org.uk)  
British Youth Council  
<http://www.byc.org.uk/yatt.html>  
Participation works  
[www.participationworks.org.uk](http://www.participationworks.org.uk)  
Black Training and Enterprise Group  
[www.btég.co.uk](http://www.btég.co.uk)

*Recruiting and supporting BME trustees* Tesse Akpeki, NCVO 2001  
*Involving young people* Tesse Akpeki, NCVO, 2001  
*Youth at the Table* programme (British Youth Council)  
*Development through Diversity: A Step by Step Toolkit for Community Organisations* [www.bassac.org.uk](http://www.bassac.org.uk) £10

## On the board's strategic role

*Tools for Tomorrow: A practical guide to strategic planning for voluntary organisations*  
NCVO 2004 £35

*Charitable trust? Social auditing with voluntary organisations*  
**www.acevo.org.uk** ACEVO £17.50

*Planning for success: A guide for Black Organisations preparing a business plan*  
BTEG **www.bteg.co.uk**

## On quality systems

Charity Evaluation Services  
**www.ces-vol.org.uk**

Prove and Improve: quality and impact website  
**www.proveandimprove.org.uk**

*Investors in People*  
**www.investorsinpeople.co.uk**  
PQASSO

Quality assurance system for small voluntary and community organisations, or projects within larger organisations. Run by Charities Evaluation Services (CES)  
**www.ces-vol.org.uk**

*Becoming Visible: Operating Standards for Community Organisations*  
Community Matters £27  
12-20 Baron St London NI 9LL

## On the roles of chair and chief executive

ACEVO  
**www.acevo.org.uk**  
NCVO  
**www.ncvo-vol.org.uk**

*Appraising the Chief Executive: A Guide to Performance Review* ACEVO £12.00  
*Leading the organisation? The Relationship between Chairs and Chief Executives.*

ACEVO £12.50

*Recruiting a New Chief Executive: A Guide for Trustees and Chairs*  
Dorothy Dalton NCVO 2005 £10