



British Columbia  
Museums Association  
SINCE 1957

# Best Practices

## Module

# HUMAN RESOURCES MANAGEMENT

**Prepared By: Maureen Mathew  
(Innova Learning)**



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Suite 204, 26 Bastion Square, Victoria, B.C. V8W 1H9

[www.museumsassn.bc.ca](http://www.museumsassn.bc.ca)

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## Introduction

The amount of information available on how to manage your museum's human resources grows daily and is often confusing. For museum Executive Directors and Board members, it is important to know what is relevant, so that your museum's workplace is efficient and effective.

**This Best Practices guide is written to help you understand:**

- 1. What is Human Resource Management (HRM)?**
- 2. How does HRM contribute to an effective museum?**
- 3. And, most importantly, what are the essential elements involved in HRM, so that you can work to eliminate any HRM concerns.**



## What is Human Resource Management (HRM)?

Simply put, **HRM is a set of tools** to help you organize, plan, and implement activities in your museum. Human resources include paid staff, volunteer staff and members of the board. This guide will focus primarily on paid staff, however, many of the practices that are effective for paid staff will also support managing your museum's volunteer staff.

### What are the tools of HRM?

The tools used in HRM fall into six areas:

- **Staffing**
- **Employee and Labour Relations**
- **Total Compensation**
- **Workplace Health and Safety**
- **Organizational Learning, Training and Development**
- **HR Information Management**

**Staffing** - Defines the HR needs of an organization by defining jobs, recruiting, setting performance standards/expectations, and monitoring results (both paid and volunteer).

**Employee and Labour Relations** - Defines and establishes appropriate terms and conditions of employment, such as developing and using human resource policies. These tools maintain the relationships that support effective working relationships between employers, staff and volunteers.

**Total Compensation** - Identifies and develops compensation and benefits policies that are consistent with museum goals and are within the context of legal, regulatory, taxation and community frameworks. Total compensation looks at the entire package of benefits offered to staff, such as vacation time, paid leaves as well as salary. For volunteers, there may also be specific benefits such as participation in paid training opportunities.

**Workplace Health and Safety** evaluates practices in the areas of wellbeing, health, safety, and security. This area is becoming increasingly important to all workplaces – museums are not exempt.

**Organizational Learning, Development and Training** monitors and evaluates how the museum is achieving its goals by determining gaps in performance and addressing those gaps through training, coaching, mentoring or other ways to improve performance.

**HR Information Management** is often neglected in non-profit organizations, but it is important to monitor and track to provide funders and the community with information on how the museum is achieving its goals. For example, how many volunteer hours were committed to keeping the museum open?



## Why is it important to address HRM?

To be sustainable, all organizations need to be effective. Yet, defining organizational effectiveness is often elusive and means many things to many people.

**One way of looking at organizational effectiveness is to see HRM as one of three management systems required in any museum.** Many are familiar with:

**1. Strategic Management** which is the ongoing process to:

- Monitor internal and external operating environment
- Plan to meet the changing environment
- Monitor programs to ensure compliance with mandate and results are achieved and
- Develop advocacy messages based on results and tangible benefits

**2. Financial Management** which monitors and controls revenue and expenditures. But financial management goes beyond monitoring, to include establishing budgets and developing financial resources that reflect what the museum's goals/mandate is. The purpose in financial management is to allocate financial resources that directly link to the museum achieving its mandate.

**3.** The third management system is **Human Resource Management** which is critical since most museums rely on staff and volunteers (their human resources).

When all three management systems are **integrated** to support the museum's mandate the result will be an effective museum. The museum will be able to demonstrate **tangible benefits** to its community; benefits which are the focus of the museum's programs and services. As well, the museum can establish **benchmarks** for museum performance including that of staff and volunteers. In this way, the museum can demonstrate to its community, its funders, its visitors, and donors that it uses its resources wisely to produce results which are wanted and needed by the community it serves.

At this point, you are probably thinking that you will never know enough about any of the human resource management tools to be effective, particularly if HRM is but one of the many duties you are responsible for. But there are essential HR activities that, if done consistently, will solve many of the issues your museum may be confronted with. The following are the '**Twelve Musts of Human Resource Management.**'



## 1. Development and use of HRM policies.

No museum can function effectively without policies – every museum will have policies related to collections, donations, exhibitions, education programs, etc. Human resource management policies are essential once your museum employs its first paid staff person. While the process of developing HR policies can take time, once policies are developed they only need to be reviewed to ensure they remain current. HR policies will be the single most important tool you have in managing staff.

But where to start? If your museum is associated with another organization, such as a town council or recreation board, these organizations may have existing policies that you can review and adapt to your museum. Another museum may have a set of policies that you can examine. Many HR policies are very similar and are intended to deal with the main aspects of an employer (museum)-employee relations.

TIP:

*To make the job of developing HR policies easier, SaskCulture Inc. has provided a template / sample of HR policies which can provide your museum with a starting point (template is located at [http://www.saskculture.sk.ca/cultural\\_resources/HR\\_Employees/HR\\_Policy\\_Template.pdf](http://www.saskculture.sk.ca/cultural_resources/HR_Employees/HR_Policy_Template.pdf). But remember, in this template, information on statutory holidays, overtime, etc. pertain to legislation in Saskatchewan and will need to be changed for British Columbia. At this time, there is nothing comparable offered in BC.*

Any policy that is not used is **not** a policy. Staff need to be informed of HR policies – certainly when the staff person begins employment, but also on a regular basis, such as a designated annual staff meeting. As a supervisor, your decisions should be based on your organization's HR policies, and staff need to be informed of how such decisions reflect HR policies.

Policies will not provide an answer for every situation presented and there is always the temptation to make decisions based on 'unique circumstances' – make sure the circumstances are really unique and that it is not just a way to avoid a difficult conversation with a staff person. Every time a decision is made which affects staff environment, there may be an unanticipated effect in the future.



## Development and use of HRM policies, cont'd...

At a minimum, your museum should have the following policies in place:

**Staffing** - Job descriptions, recruitment / selection, letter of employment/contract, probation, acting positions, layoff and personnel records

**Compensation** - Salaries, benefits, and expenses

**Performance Management** - Performance reviews, disciplinary measures, dismissal, resignation, professional development, conflict of interest, and grievances

**Conditions of Work** - Hours of work, overtime, vacation and leave(s) of absence, and safe work environment

TIP:

*If, at some point in the future, your museum relies on the application of a policy to support a decision affecting a staff person (such as denying a staff person overtime pay), if the policies have been applied inconsistently, haphazardly, or with bias, your museum will not be able to defend its decision.*

TIP:

*All matters pertaining to human resource issues, both for paid and volunteer staff, are confidential – only a limited number of individuals, such as the Executive Director and/or Board President should have access to staff files. This has always been a standard practice in human resource management, but is even more critical since privacy legislation has been enacted.*



## 2. Know appropriate legislation

Every Executive Director along with any individual who supervises the work of other staff (which may include board members on a personnel committee) should know (and their museum should have copies of the documents) the following pieces of provincial legislation:

**Employment Standards Act** (<http://www.labour.gov.bc.ca/esb/esaguide/#5>)

**Workers' Compensation Act** which defines the requirements for occupational health and safety in the workplace (<http://www.bcpublicservice.ca/wphealth/OHS/overview.htm>)

**Human Rights Protection** (<http://www.ag.gov.bc.ca/human-rights-protection/index.htm>)

The underlying purpose of all of these pieces of legislation is to ensure that workplaces are fair and safe. Any employer who wants to recruit and retain good employees will want to follow the principles set out in these pieces of legislation. As well, every government department will have staff available to help you interpret the legislation – access the knowledge of these individuals.

The **Employment Standards Act** is the key legislation that provides the basic rules for working in BC; standards provide the **minimum** requirements that any employer must do – the employer can do more, but cannot do less. However, there are myths associated with what employers are **required** to provide to staff, including:

**Sick leave** – While many employers allow staff to accumulate paid sick leave, usually at a specific number of days per month, providing paid sick leave is not required under employment standards

**Termination** – When an employee is dismissed or terminated, an employer needs to provide notice of termination and, under labour standards, the amount of notice is determined by the number of years of employment. In lieu of notice of termination, the employee can be paid out the equivalent amount of wages. However, payment of wages over and above what is required under employment standards (typically because an employee has been terminated because of unforeseen situations or because the employer wishes to avoid a long confrontation over termination (such as proving termination for cause) is completely separate from notice of termination. There is no ‘rule of thumb’ on how much additional salary a staff person may be eligible for – each case will be different and will depend on what the employer did or did not do, **and** what the employee did or did not do

**Overtime** provisions apply to more staff positions than most organizations think – generally managers are exempt. However, just because a staff person’s job title is manager (such as Program Manager, Manager of Exhibits) does not necessarily make them a manager under employment standards. A manager’s position must have a major responsibility to supervise and direct the work of other staff, including the ability to hire and terminate staff. For most small to medium sized museums, it will likely only be the Executive Director who will be considered a manager under employment standards. Because the Executive Director is usually exempt from overtime provisions, the position is usually rewarded with more initial vacation time than other positions – such as if all new staff get 3 weeks vacation, the Executive Director may start with 4 weeks vacation.



## Know appropriate legislation, cont'd...

### TIP:

*Keep a close watch on staff overtime. It will have financial consequences for your museum. Overtime must always be approved before being accumulated.*

The **Workers' Compensation Act** (WC Act) defines the requirements for occupational health and safety in the workplace. The **Occupational Health and Safety** (OHS) regulations, prescribes a minimum of seven elements for an occupational health and safety program for a workplace. These seven elements include:

- Health and Safety Policies
- Written Instructions
- Instruction and Supervision of Workers
- Investigation of Incidents Workplace
- Inspections Records and
- Statistics Management Meetings (which monitor how the safety program is being implemented)

Every workplace is different; museums will likely have some unique circumstances to examine (such as access to second and third floors of historic houses if no secondary exit is provided). The website <http://www.worksafebc.com/default.asp> provides the basic outline of what your museum (or any small business/organization) will need to have in place to ensure the workplace is complying with occupational health and safety regulations. The publications provided should be downloaded and/or bookmarked on your computer for quick reference.

### TIP:

*While large museums will likely need to create a health and safety committee, smaller institutions should, at a minimum, address safety issues on a regular basis; it should be a standard agenda item for staff meetings. As well, the board of directors should review what is being done to implement/address safety issues – this is a legislated responsibility of supervisors and managers of any employer, with financial penalties if an organization is found negligent in its duties!*

**Human Rights Protection** is developed to ensure that the workplace and the opportunities it provides are fair and balanced. For the employer, the focus needs to be on **processes** used for:

- Defining jobs
- Recruiting applicants
- Selecting applicants for interviews and the interview process
- Hiring processes
- Orienting and supervising staff



## Know appropriate legislation, cont'd...

### Processes must ensure:

- **Forms are neutral** (age, gender, ethnicity, place of birth, etc.)
- Job qualifications (**skills / competencies are included, rather than solely educational credentials**)
- **Criteria for selection / hiring relates to the absolute needs of the job** and are not designed to exclude individuals or groups of individuals
- **Workplaces are harassment free** and provide equitable opportunities
- **'Accommodation' for needs (disabilities / religion) are acknowledged.** Accommodation is relative – for example at a small museum with only 3 or 4 staff, coverage for security purposes may be a problem if a key individual is requesting accommodation for religious observance. While every attempt should be made to provide accommodation, in the end it may not be possible. However, your museum will need to demonstrate that alternatives were considered and that the individual was aware of the requirements of the position when hired (see #4)
- There are misconceptions around human rights protection and employment. To clarify, human rights legislation does not say **who** you must hire, **but** rather focuses on ensuring that all individuals who are qualified for the job have an equal and fair opportunity to apply **and** be considered for positions. This extends to writing job descriptions that do not deliberately identify tasks and duties that would exclude specific individuals. However, museums may be able to apply for exemptions for historical accuracy – such as recreating a fur trading post where there were no females may justify recruiting only male applicants.

### TIP:

*You do not need to become an expert on these pieces of relevant legislation – every government department responsible for the legislation will have staff available to help you. These staff are not looking to 'get you' for violations, but rather to help you apply the legislation to create safe and healthy work places. Present your case and the facts clearly and reasonably and you will find their response will be likewise.*



### 3. Develop competencies to describe the work of positions.

Developing useful job descriptions for positions involves defining the tasks and results for positions in combination with identifying appropriate qualifications. But what are appropriate qualifications? Traditionally, educational qualifications are used; however, it is more useful to define specific skills and competencies.

Competencies are **concrete** evidence of a specific ability or skill. For example, if the position requires that the individual provides tours, then the potential staff person should be able to demonstrate that they can engage a group of people that they have never before met, that they can speak clearly to them, and can respond to questions. While there is nothing wrong with defining educational qualifications for positions, alone they are not the best indicator of an individual's ability to do the work of the position.

Job descriptions are the foundation for many other human resource activities such as the job interview or the performance review. Spend time on writing the job description for any position, as the information will be used many times in the future.

TIP:

*Use the knowledge and experience of others who have done the job to help in identifying the essential competencies and skills required.*

TIP:

*While we have become inundated with 'reality shows', from a human resource perspective they serve as a wonderful model for demonstrating competencies – what better way to discover an applicant's ability to design an exhibit case than to give them some cardboard boxes, a few artifacts, some fabric and 30 minutes!*



## 4. Interviews need to be done systematically.

Job descriptions are also the basis for developing interview questions. Consequently, if you focus on competencies in developing job descriptions, identifying appropriate interview questions will be easier. For example, if the position is for a tour guide, potential interview questions may be:

1. Describe how you would start off a new group through the museum?
2. What has been the most challenging type of museum visitor you have encountered and what did you do in that situation?
3. What do you enjoy about being a tour guide? What do you dislike?

### **The essential points about interviewing are:**

**Ask all interviewees the same set of questions.** It is likely that other questions will be asked during the interview as a conversation begins between the interview panel and the interviewee. That is OK. But, you must ensure that all interviewees have been asked the same questions.

**No more than three people should be involved in an interview.** It is unlikely that your museum has that many people available for interviews that may take one to two days. At a minimum, there should be two people – when one is asking questions, the other can be listening and writing. And, at least, one of the two people should know something about the real work environment of the job. Then, after the interview, there should be a short discussion on the strengths and weaknesses of the interviewee.

**There are some questions that you CANNOT ask under any circumstances** such as those that address marital/family status, age, race, sexual orientation, or religion. However, you may need answers to some of these questions, but you will need to phrase the question such as: “Our museum is open on the weekends and evenings. Are there any reasons why you would not be able to work weekends or evenings?” (this gets at any questions around religion observations and/or family commitments)? This should not disqualify a good candidate, but it does inform your museum that you may have some scheduling problems if you decide to hire the individual.

**Spending time developing rating checklists can be interesting, but it is not essential.** Keep it simple – identify your questions and rate the answers on a scale of 1 to 4, with 1 being fully meets the competency and 4 being does not meet the competency.

**References are a difficult element to assess.** Personal references are almost useless as many employers are under the impression they cannot give information other than length of employment. However, if you ask specific questions about the specific type of work that the individual did and how it compares to the work your museum needs done, you may be able to get a work reference that is useful. Focus on facts. For example, did the person arrive on time, did they undertake new initiatives, and did they contribute to the work of a team? Previous employers will share facts with you.



## 5. Offers of employment are legal and binding documents.

Too often employers offer positions to individuals on the basis of very little information about the terms of employment. Once a job offer is made and accepted, the employer has entered into a legal document that may be difficult (and expensive) to withdraw from. While the employee has also entered into a binding agreement, courts have traditionally given the benefit of the doubt to the employee, not the employer.

### **At a minimum the letter of employment should include:**

- Start date
- Salary range for the position and starting salary (if the position is a term position, state the start and end date for the term)
- Notice period for resignation
- Probationary terms
- Directions on accepting the offer
- Requirements for bonding
- General benefits
- Any special conditions of work, including expectations respecting hours of work
- Any accommodation needs of staff member as negotiated during the recruitment/staffing process
- Reporting/supervision relationship
- Information on the museum's human resources policies (include a copy)
- Information and consent form on museum's Privacy Policy
- Attach to the letter the job description, other relevant policies, and any other general information considered necessary

### ***TIP:***

*Insist that individuals being offered positions:*

*Take the letter (and accompanying information) away*

*Read the information thoroughly and completely, and*

*Suggest that they seek any advice prior to signing the agreement*

As an employer you must ensure that a prospective employee has the opportunity to consider the offer and seek any outside advice. Only then can you discharge your duty of due diligence.



## 6. Compensation and benefits need to be presented to staff as a ‘whole package.’

It is generally accepted that museums, as non-profit organizations, cannot compete with private or public-sector organizations in the areas of compensation (salary). Museums do themselves a disfavor by stressing only the salary. Discuss with potential staff other benefits that the position offers. For example, while Employment Standards offer only two weeks vacation in the first year of employment, your museum offers three weeks. That may be equal to another \$700 or \$800 in salary. Your museum may have an excellent health benefit plan through its association with a town or city. Stress the fact that your museum is open to new and innovative programs. Many new workers are interested in demonstrating what they can do – give them the opportunity, as long as it is in keeping with the mandate of the museum, to show you what they can do.

Generation X employees (those born between 1965 and 1980) have very different values than Baby Boomers. For example, Generation X employees tend to value flexibility and belonging to a cohort (many were only children and had working parents, so having a sense of ‘belonging’ is important). The Nexter generation (those born after 1980 and are entering the workforce now), have different expectations and skills.

The opportunity exists for museums (and other not-for-profits) to allow these different generations to apply their interests and skills in ways that benefit the museum’s future and provide satisfying work for employees without being able to compete in salary.

Yet, salary is important and it is part of your museum’s financial management strategy to ensure that your museum’s salary settings are not too far from the ‘norm’ in your community. Existing compensation studies are not always useful because they ‘cast their net’ too wide and are often directed to the profit or public sector. In general, there are too few examples of compensation that compares with the size of your museum. However, it is possible to discuss with nearby museums the types of salaries and benefits that they offer to get a sense of what may be appropriate salaries for various positions.



## **7. Set clear and measurable expectations for performance and link them to the museum's direction.**

The most frequent cause of poor staff performance is a result of 'fuzzy' expectations for a position – both paid and unpaid positions. If, as a supervisor, you cannot articulate clear results that a position should produce, it is unrealistic to expect the staff person or volunteer to do so. Often, we expect staff to be 'professional' and for them to define results that will be gained from their work. Some individuals will be able to do this. However, it is not their job to do so. It is your job as the supervisor to relate the work of the position to the direction of the organization and to define expected results.

There will certainly be discussions with staff and / or volunteers on expected results, but it is the supervisor's responsibility to define, finalize and monitor those expectations. Without defining specific results, staff and volunteers may waste their time on activities that do not fully relate to the museum's mandate and results will be less than expected for the amount of resources committed. In the end, all will be frustrated. Volunteers may decide that they can spend their time with other organizations, while the impact on the staff person may be a negative performance review.

Often employers are too focused on only looking at what they need from staff. Staff and volunteers also have expectations from their work with the museum. Find out what they are and use them in planning future directions. It is often rewarding for staff and volunteers to know that their suggestions have been taken seriously and are being implemented.

Performance reviews are the best opportunity to set performance expectations. In addition to reviewing both successful and unsuccessful results, the review sets the stage for the work of the next year. The performance review will also be the prime document if performance slips in the future and the individual needs to be either disciplined or terminated. If the museum has not done any formal, systematic, performance reviews, its case for discipline or termination is weakened.



## 8. Probationary periods have a purpose.

The purpose of a probation period is twofold – to orient the individual to their position and the organization and to assess the individual's ability to do the work of the position. Many supervisors and organizations neglect to structure the probation period so these purposes are achieved. Things which should be covered during the orientation include:

- Review of the organization's strategic plan
- HR policies
- How performance is assessed
- Results expected from the position
- The resources available to the position
- How the position interacts with other positions in the organization
- And administrative information such as pay periods, health benefits, vacation times and how schedules are established

This is the opportunity to begin assessing the skills of the individual as those skills are applied to the position. Opportunities should be provided, so that the staff person's skills can be monitored with feedback on performance. If problems arise, it is at this point that remedial action should be applied, with the intent to help the individual. If performance problems arise during the probationary period and are ignored or not addressed, it is more difficult to use these problems as a cause for dismissal later.

All staff in new positions should have a probationary period. However, probationary periods are not automatically triggered when a person is hired. The probationary period must be outlined in HR policies; notice of the probationary period must also be included in the offer / letter of employment.



## 9. Address performance problems early.

Staff performance problems will always exist. How you deal with them will determine if the problem continues or if performance improves. The golden rule is to address performance problems early. It is helpful if there are clear expectations for positions. Hoping the problem will go away rarely works. Typically, the problem continues, grows in seriousness, and has ripple effects on other staff, volunteers, members and ultimately the museum's target audiences.

Monitoring staff performance is a key task for any supervisor. This does not have to be tyrannical or oppressive, but rather should be part of on-going discussions with staff and volunteers about their work and the results obtained. Always focus on the behaviour rather than the person. For instance, "I'm concerned that you have been late for each shift for the last week. What is the problem with getting to work on time?" rather than stating "You are being lazy by always coming in late. This will lessen the defensive position that a staff person may assume.

***TIP:***

*Make it a practice to talk with all staff and volunteers at least every 2 or 3 weeks. The conversation should be informal and along the lines of:*

- *What are you currently working on?*
- *Are there things that are going well – what are you proud of?*
- *Are there barriers that are making your work difficult? And, most importantly, what can I do to help? (and then do it!)*

Once a performance problem is identified particularly with a staff person, the supervisor needs to take clear actions to ensure due diligence. Specifically, the staff person needs to be told clearly and firmly:

- That the situation cannot continue
- That changes and improvement in performance are expected
- What support the museum is willing to provide to help staff improve performance
- Time frame for improvement
- What will happen if there is no improvement

These discussions should always be documented.

***TIP:***

*It is important to document a performance problem. Yet, there is a fine line between documenting a discussion and recording each and every violation of policy however minor. This will appear to an outside adjudicator that the museum (employer) was not willing to help or support the staff person and it was the actions of the museum, as the employer, which contributed to the staff person's poor performance.*



## Address performance problems early, cont'd...

Even with the best effort from the museum and individual staff person, from time to time, staff may need to be let go for poor performance. Terminating staff is always difficult, but dragging out the process does not make it easier, particularly if poor performance is the cause. Review the process outlined in your organization's HR policies, in particular:

- Was performance monitored and assessed regularly?
- Was the individual informed of their poor performance and given opportunities to improve?
- Was the individual notified that termination may result from continued poor performance?

If these conditions were met and performance has not improved, termination needs to follow. If no action is taken, poor performance is, in effect, condoned and all staff will suffer. High performing staff will feel their efforts are unrecognized, while less effective staff will have permission to continue with low performance. Be fair in providing notice (employment standards will provide the minimum notice required). However, it is important to make the decision, take action and move the organization forward. Be sure to have a well-developed and clear policy on termination in your museum's human resource manual to aid these types of situations.

Having access to a lawyer, likely through an association with a board member is not a bad idea. There will be times, such as during a dismissal for cause that you will want to consult a lawyer. However, the purpose of good human resource management practices is prevention. Lawyers are expensive and can only deal with a situation after the fact, which will generally add to any costs.



## **10. Training is not a perk or reward.**

In times of funding restraints where salary increases may be limited, the temptation is to reward staff with other perks – training often falls into this category. However, training should be a tool to help your organization improve staff performance, either by addressing existing performance gaps or developing individuals to assume new tasks or duties in the organization. Without linking the training to performance expectations, it is a waste of both staff time and your museum's money. Any training should begin with a discussion with the staff or volunteer and a clear explanation of how training will improve performance followed by the application of the new skills / knowledge with results monitored.

## **11. Ensure staff are consulted about planning and direction, but it is the managements (Board and ED's) job to decide.**

Avoid talk without action. Talk is easy and common, but without action serves only to disengage staff and volunteers. While it is important to include staff in identifying and planning directions, staff want to see decisions and actions, so that they can do their work. Human resource management decisions are difficult and uncertainty is a given. Delaying decisions on work assignments and directions or seeking more information in the hope of finding a perfect solution only serves to reduce motivation in staff. Be honest in dealing with difficult situations, but make decisions that are timely and clear.

## **12. Unions are neither good or bad, but if you have to work with a union, there are rules to follow.**

Some museums will be working with a union and a collective agreement often because they are associated with another organization that is part of a union. For many employers, this is a frightening prospect. But try to view the situation as a positive. Talk to the shop stewards / union representatives to get their understanding of the terms of the collective agreement. At the same time, consult with others about your understanding of the terms of the collective agreement. In spite of what you may read in the media – strikes and labour disruptions are 'no-win' situations for all involved.

Collective agreements will spell out timeframes for actions such as grievances, responses and responsibilities. Know them and follow them.

***TIP:***

*Above all, NEVER take a grievance or union action personally. Once you take it personally, it will be almost impossible to resolve the grievance and return to a positive working relationship. Your role is to address the issue, reach a settlement and move on.*



## Resources

### Provincial Human Resource Associations

Almost all provinces have associations of human resource professionals. These associations are a good source of information, with networks of individuals and companies in your community that can help you work through a specific problem or issue in your museum. Most associations have local chapters in major cities and many local chapters sponsor monthly meetings on current HR topics. The cost of becoming an associate member of such chapters is usually very little, but networking over lunch / dinner with HR professionals will give you valuable tips on situations specific to your museum. Professionals are usually very generous in providing assistance to not-for-profit organizations. The payoff may also extend to other benefits to your museum by making others in the community aware of what your museum is doing. As well, many associations have student members, who as part of their post-secondary education program, may be able to provide assistance to your museum.

Visit the Canadian Council of Human Resource Association's website, [www.chrpcanada.com](http://www.chrpcanada.com) for links to Provincial Association's websites.

### Cultural Human Resource Council

The council addresses specific issues in the cultural community by conducting studies / research on cultural sectors, producing HR tools and providing information on cultural careers.

Of particular interest is the section on HR Tools that provides downloadable booklets on various HR Management topics, such as: Benefits and Retirement Plans, Coaching / Mentoring and Succession Planning, Job Descriptions and Managing Employee Performance.

These are easy and clear references that every museum should download and add to their reference library. Additional resources are continually in development.

See: [www.cultureworks.ca/cultureWorks/default-e.asp](http://www.cultureworks.ca/cultureWorks/default-e.asp)

### HR Council for the Voluntary / Non-profit Sector

The HR Council is an independent non-profit organization that provides leadership on issues related to paid employment in the voluntary / non-profit sector. It brings sector employers and employees together to work collaboratively on research, strategies and action. The website holds a collection of practical tools and information on human resources management for non-profit organizations.

See: [http://www.hrcouncil.ca/council/index\\_e.cfm](http://www.hrcouncil.ca/council/index_e.cfm).

*The Truth about Managing People ... and Nothing but the Truth* by Stephen P. Robbins

Costing under \$20, this book is short and to the point. Every supervisor should have this book in his or her desk drawer.

