



**Manchester  
Metropolitan  
University**

# TOOLKIT AND REPORT

Sharing learning from the development  
of a Good Employment Charter  
in Greater Manchester

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# INTRODUCTION

**Welcome to this toolkit and report**

In this document, we set out to tell the story of the development of the Greater Manchester Good Employment Charter by drawing on focus groups and interviews with those involved in the design and implementation of the initiative.

The purpose of doing this is to share the experiences and learning in developing an initiative such as the Good Employment Charter in order for other regions to be able to glean an insight into the challenges and opportunities and apply this learning in their development of similar initiatives. An overview of the methodological approach can be found in the appendix to this document.

# FOREWORD

**Ian MacArthur** Director, Greater Manchester Good Employment Charter:

“The Good Employment Charter began in 2017 as a commitment in a mayoral manifesto without a pre-defined structure or blueprint for implementation and is now a fully functioning membership and assessment scheme for employers which continues to evolve and grow.

We hope that telling our story will provide some insight to other place-based approaches looking to develop their own initiatives, bringing the local public, private, and third sectors together around a shared understanding of what better employment for residents can look like.

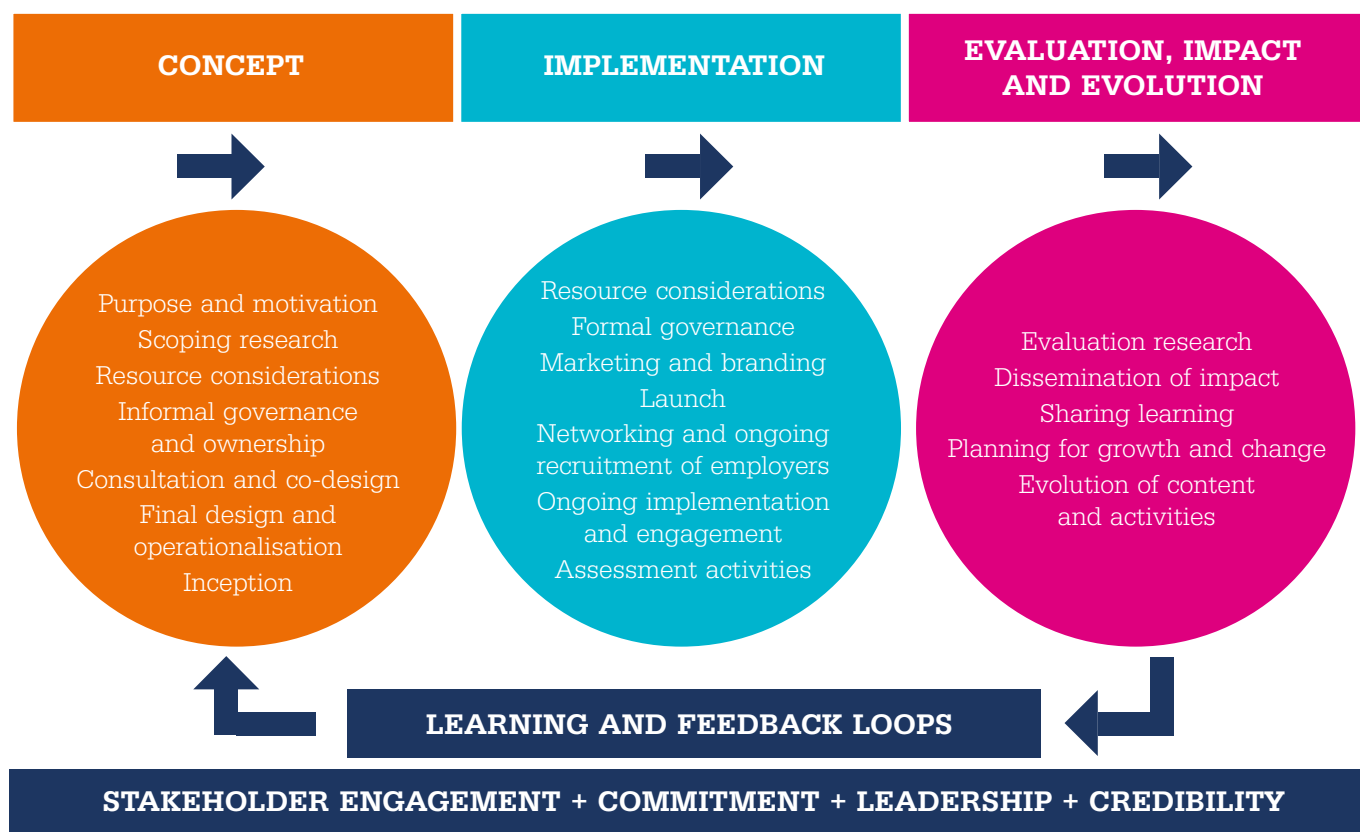
The manner in which we approached the charter is not the only way, nor necessarily the best way, and our experience has not been devoid of difficulty or challenge. We also had to work within the context of our own city region and the unique aspects that characterise all places, with these idiosyncrasies largely stripped away from the toolkit to leave generally applicable and practicable tips, tricks, and checklists for developing similar initiatives. Our own process arose organically and was not overly engineered, with barriers between the stages of concept, implementation, and evaluation, impact, and evolution being permeable. This allowed for experiences in the latter stages to influence the former, with the circular nature of charter development reflected below.

I’d like to take this opportunity to thank all the partners and personalities who have worked to develop the charter and who have also contributed to this toolkit. Thanks must also go to Dr Sarah Crozier at Manchester Met for her expertise, perseverance and enthusiasm in pulling this work together and extracting the real nuggets of learning from our development journey.

I hope you enjoy reading the toolkit and are able to take something from it. The Greater Manchester charter team will always be more than happy to talk through our thinking, our learning, and our decision making. Through a network of likeminded local and regional authorities, we can work together on a sustainable and impactful movement to make employment better for all”.

**I HOPE YOU ENJOY READING  
THE TOOLKIT AND ARE ABLE  
TO TAKE SOMETHING FROM IT.**

# CHARTER DEVELOPMENT: OUR MODEL



## IMPORTANT LEARNING FOR ALL MODEL ELEMENTS

The design of a voluntary initiative to improve local employment standards is a complex and lengthy process. The model that we present acts as a broad framework to help navigate the different steps and to act as a sense-checking tool to support those involved in similar initiatives to explore and plan for each stage.

Similarly, it aims to share learning both within each stage and across the whole process. In designing our model, an early reflection that was shared as part of the project discussions was the need to consider the circles of each phase as permeable. Where broadly one moves from the concept stage through to implementation

and beyond, each phase does not stand fully alone or independent from one another. Rather, as each informs the next, it is also possible to move backwards and revisit earlier choices as the later stages unfold. We present the term ‘learning and feedback loops’ to help navigate how learning is applied from one stage to the next.

Further, we address the importance of building strong stakeholder engagement, commitment, leadership and credibility in order to sustain the progress within and between each stage of charter development and to ensure that any such initiative is positioned for longevity.

The Greater Manchester Good Employment Charter is positioned as a movement in that it aims to build and sustain trust and engagement in its ethos.

This toolkit shares stories of how a movement such as this is built and what ingredients are needed in order for it to become successful.

**“I think if you try to move too quickly through the circles without due regard for those underlying foundational steps, you’ll come unstuck at some point because you’ll find that you’re not taking people with you. You’re not building a sense of a movement in the same way, and if nothing else, that’s a missed opportunity to build some interest, build some noise around it”.**

A pertinent learning point that was reflected upon by many participants was the need to take time in building the charter in order to bring about successful outcomes. This spans all charter development phases but was emphasised most in discussions about the concept stage.

**“Check at the start of the process to say, wait a minute, don’t rush to solutions on this. You’ve got to carry a lot of people with you, particularly the businesses and particularly the private sector employers. If it’s going to work, take your time in positioning it”.**

# HOW TO USE THIS TOOLKIT

Each of the three broad stages in the model of charter development is taken in turn. An overview of each stage is provided in order to tell Greater Manchester's story of building the Good Employment charter. It is hoped that these reflections will help to stimulate your own thoughts and discussions about your current or planned progress towards a similar initiative.

**In addition, a number of resources are provided for each of the model phases including:**

- Checklists for key activities
- A skills matrix to address the competencies, knowledge and behaviours needed at each stage of charter development
- Mapping of key processes
- Summary of challenges and complexities
- Top tips
- Links to further online resources
- A reflective log to track your own learning and progress against each activity

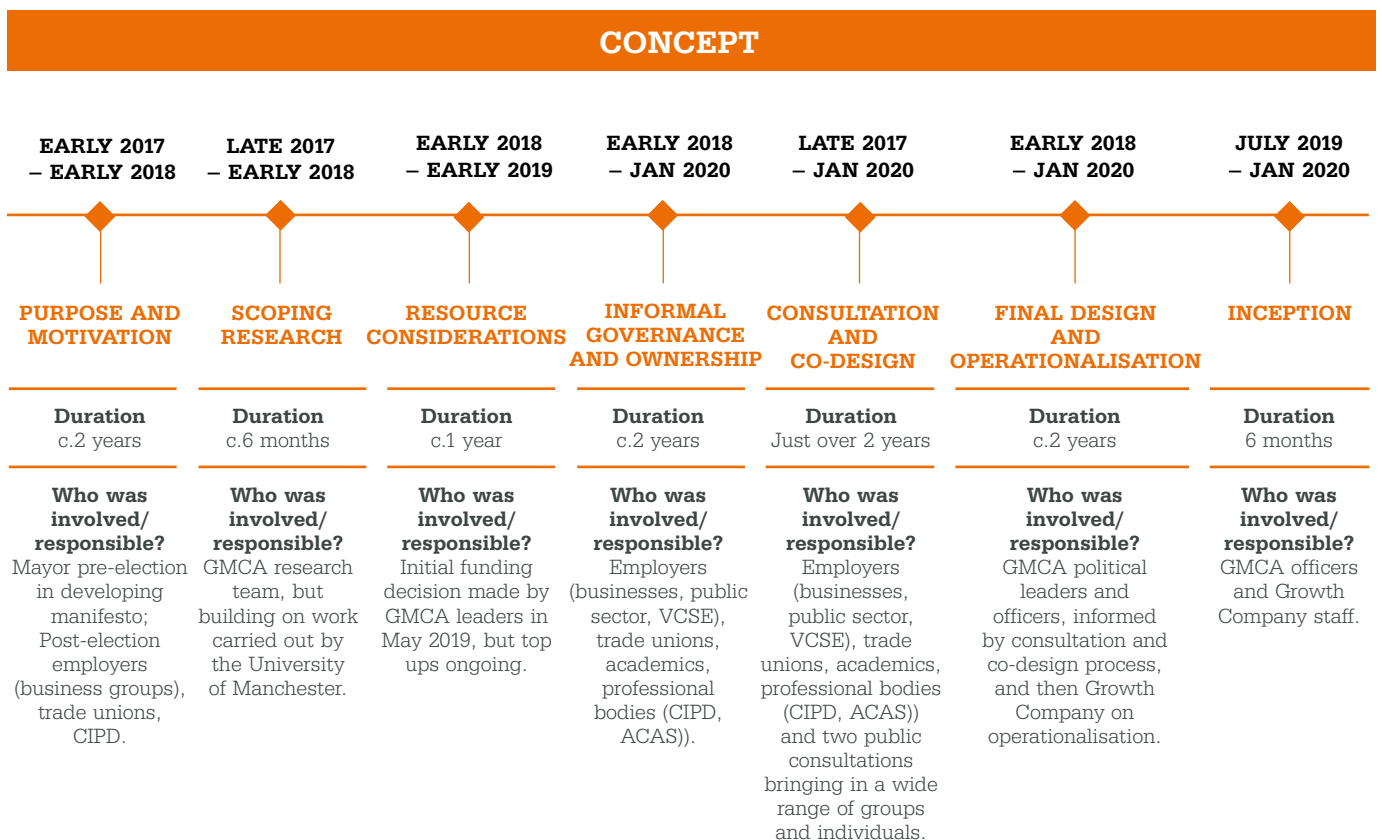
The aim of sharing the Greater Manchester story of developing a charter is not to suggest that the approach taken in this region was perfect or faultless, or that this approach is the only way to design and implement such an initiative. The toolkit does not aim to be prescriptive. Rather, in telling the story, it seeks to highlight things that went well alongside a number of difficulties, challenges and learning points. It is anticipated that the detail included in this account can help to support other regions to reflect upon possible solutions to similar challenges they may encounter. It is also important to recognise

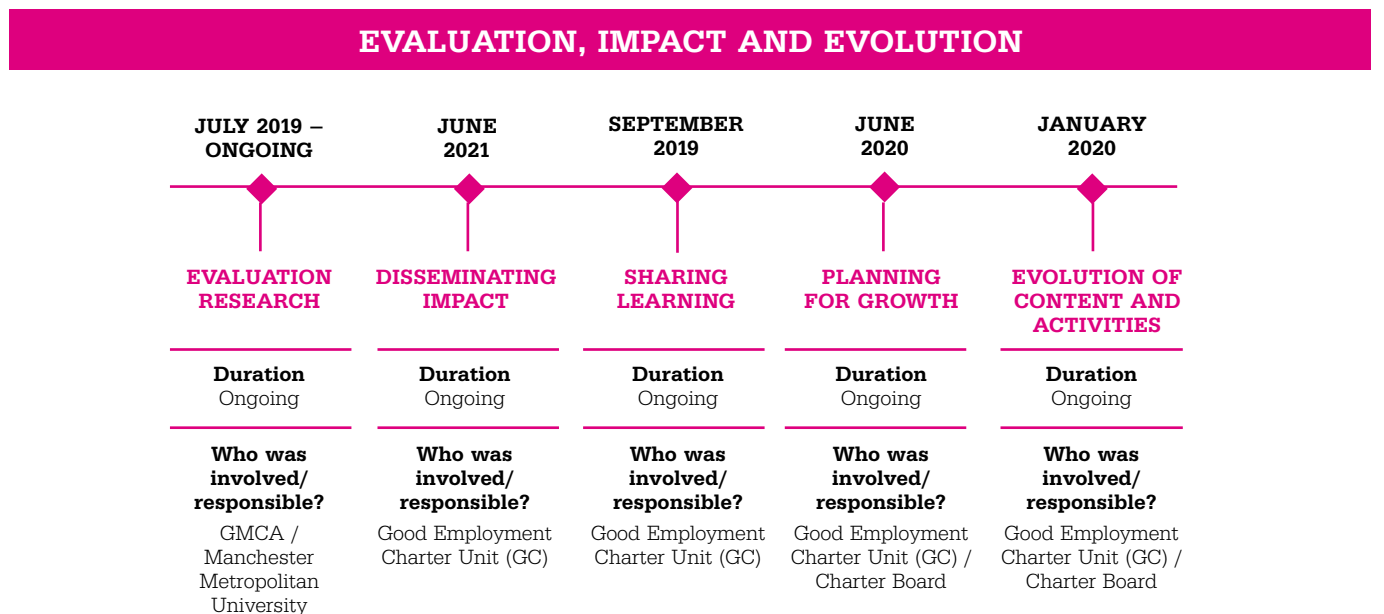
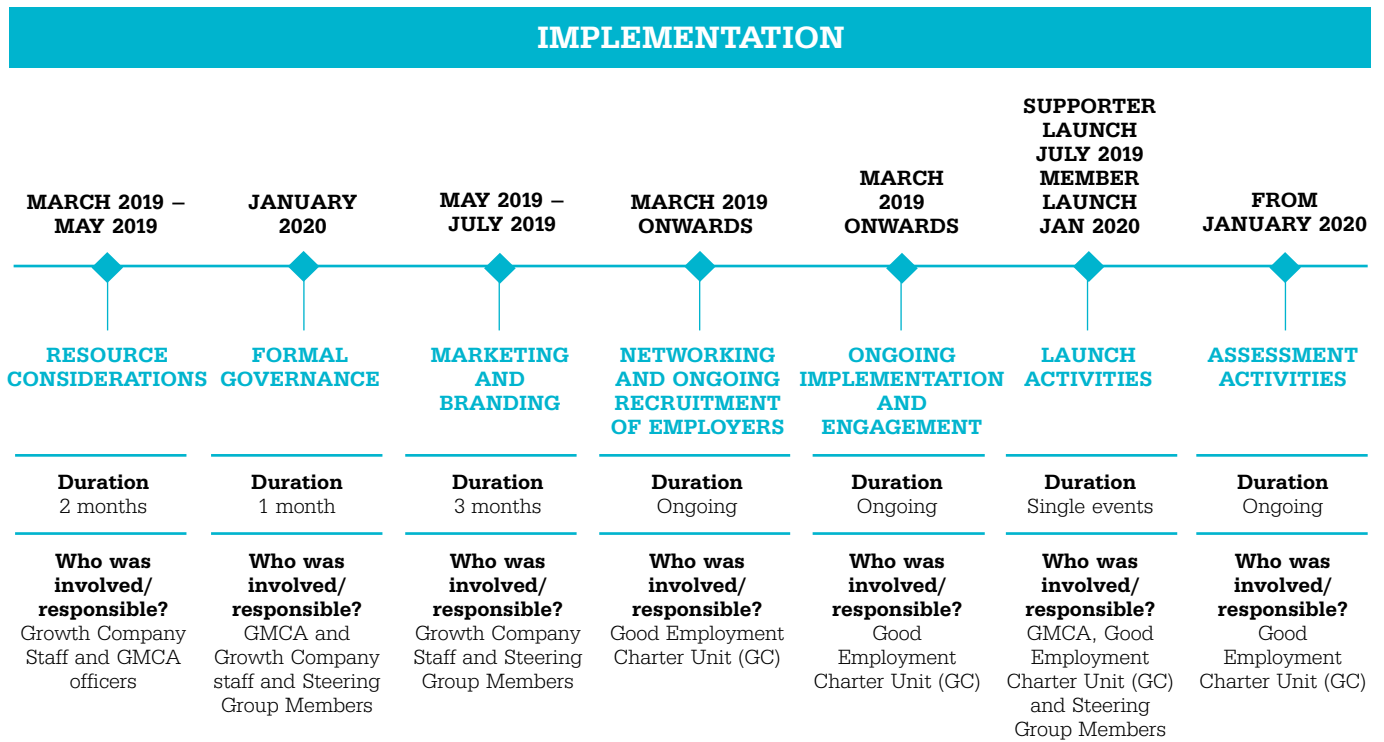
place-based differences in contextual, political and socio-economic factors that underpin the development of employment charters. To that end, it is anticipated that by sharing the Greater Manchester journey of charter development, this toolkit identifies a broad structure that sets out one such approach that may be tailored to fit individual requirements and initiatives. In any case it is hoped that the content of the toolkit and report works to stimulate reflection, discussion and learning both within and across different regions engaged with workplace charter initiatives.



# THE GREATER MANCHESTER CHARTER DEVELOPMENT TIMELINE

In order to provide clarity and context in terms of the overall process, the figure below sets out the timeline for the activities within each phase of the charter development and sets this alongside the individuals and teams involved.





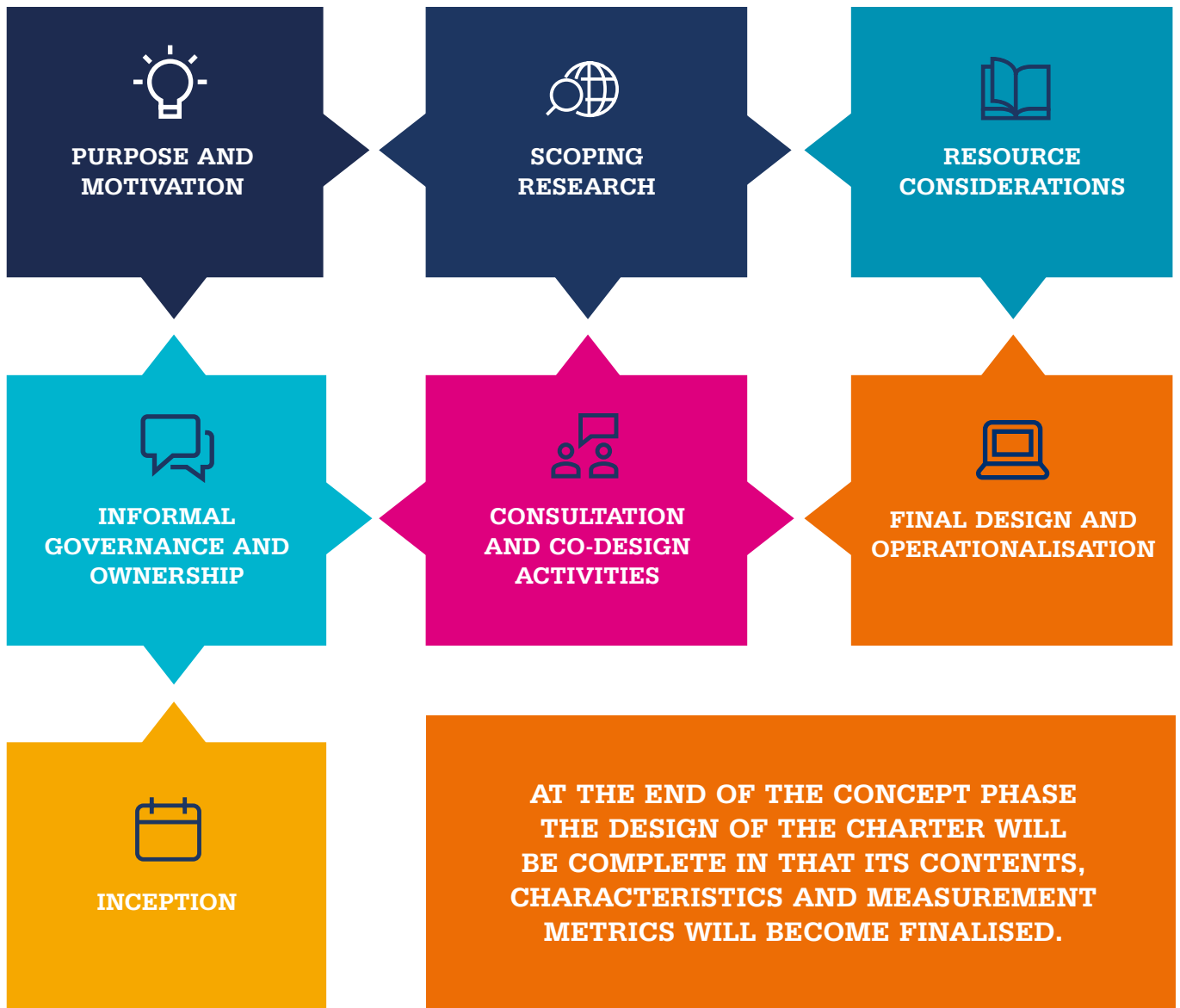
# STAGE 1 CONCEPT

The concept stage of charter development includes some fundamental preliminary activities that need to take place in order to build the foundations of charter design. In Greater Manchester, these important activities were seen to take a significant amount of time.

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Time was needed to research ideas and refine thinking and direction. Care was taken to consider the positioning of such an activity in terms of its political motivations and purpose. Relationships were built with many stakeholders in order to begin and sustain a process of informal governance, and a diverse and representative steering group (which may later become the advisory board) was very important. Co-design as a philosophy was fundamental, where cultivating this and building engagement and trust was seen to take time.

At the end of the concept phase the design of the charter will be complete in that its contents, characteristics and measurement metrics will become finalised. As we will see, further change can be built in over time as the charter becomes operational. But the goal of the concept stage is to have a developed and final set of principles and some associated measurement which articulates to potential members the broad standards they need to commit to in order to progress towards membership. It also means that all the appropriate activities are planned for so that the next step of implementation can take place.



## CONCEPT STAGE: TELLING GREATER MANCHESTER'S STORY

In the focus groups and interviews the stakeholders shared detailed reflections of their involvement at the concept stage of charter development.

### PURPOSE AND MOTIVATION

It was noted how the political landscape that underpinned the charter was important in its positioning, and in terms of how interest was developed and sustained. In the very early stages of the concept phase, and building on the political backdrop of the initiative, participants discussed the need to spend time scoping out the focus and purpose of the charter. This was seen to be an exciting and optimistic venture. In the development of the concept phase, participants reflected on the need to refine thinking and direction of the charter in terms of its scope, purpose and content.

As part of this process, engagement with a wide variety of stakeholders was deemed fundamental in order to collate a wealth of experience and viewpoints. More detail about the engagement and consultative processes are discussed later, but it was noted that it was very important at the early stages in terms of gathering enough detail to refine thinking and broad approach.

### SCOPING RESEARCH

An early activity conducted by the GMCA policy team was scoping research. This involves desk-based research to explore the academic and practitioner literature on both the theoretical principles in workplace charters alongside an exploration of their success and impact in order to inform thinking and direction. The policy team had an existing skillset in conducting such research, but depending on the level of experience, it may be necessary to source researchers with the skills to gather and assimilate this information and consider the need for additional resource. Scoping research also allowed for a consideration of resource planning from the outset of the charter design.

**THIS WAS SEEN TO  
BE AN EXCITING AND  
OPTIMISTIC VENTURE.**

**“...at that stage, there wasn't a definite idea really about whether it was an employer charter, employment charter... whether it's a broader piece that's talking to all the different things that employers might be doing versus one that's focused a lot more on employment practices...”.**

**BUILDING A MOVEMENT  
WAS DEEMED TO BE  
CENTRAL TO SUCCESS  
IN ENGAGING  
STAKEHOLDERS ACROSS  
THE FULL PROCESS AND  
BUILDING COMMITMENT  
AND ENGAGEMENT FROM  
AN EARLY STAGE.**

## **RESOURCE CONSIDERATIONS**

One of the fundamental activities involved at the beginning of the concept stage is the need to address resourcing, both of discrete tasks, roles and activities, and for the initiative more broadly. As with many of the model components, it was felt that resourcing needed to be addressed at a number of points throughout the charter development and revisited periodically to appraise its fit alongside unfolding progress and growth. In the early phases, resourcing was discussed as having clearly defined pathways for accountability and responsibility for activities. In addressing resourcing needs more broadly, there was a view that the sheer scope of activities and the time needed should not be underestimated. In the early phases, for example, the policy team spent a lot of time meeting with interested parties in order to build interest. There were also examples of how resourcing of activities could be sourced from the steering group as well as more formal job roles within the charter team. Resourcing was also talked about in terms of the overarching budgets and how these were positioned at different phases of the initiative and allowed the charter to move from one phase to the next. This toolkit revisits resource issues across specific activities within each phase of charter development.

**“...It’s investing in the partners who are going to be part of it, and getting the right people to give up their time and expertise and experience... and I think what you get from that is something that has traction. So for me movement starts with the vision...but very quickly moves to how do we start to build that? And you build from the bottom up and you get your partners and you build a solid foundation”.**

“...I think any time that I’ve been part of being able to talk about the charter with customers or with any of our networks I’ve always told people that it’s like a community, I’ve always said it’s about being part of something where you support each other... we’ll share knowledge and information freely and we’re not competing on this because we’re all trying to achieve the same things”.

## INFORMAL GOVERNANCE AND OWNERSHIP

The next activity in the concept stage is engaging a steering group in building informal governance arrangements. This group of individuals are also likely to become members of an advisory board when governance arrangements are formalised later in the process. In reflecting on how some of this engagement was fostered at an early stage, participants spoke of the charter as a **movement**. Much discussion was shared about how a movement was built and sustained. Although this began in the concept stage, it was also felt to be very important at both the implementation stage and beyond and is a theme that crosscuts all of the development stages. Building a movement was deemed to be central to success in **engaging stakeholders** across the full process and building commitment and engagement from an early stage.

In putting together the steering group, it was important to ensure that this was diverse and representative of different voices, each of which could bring important perspective to guiding the charter progress. Diversity and a representative steering group were considered strengths in bringing about positive outcomes relating to co-design, which we move on to discuss shortly.

**DIVERSITY AND A REPRESENTATIVE STEERING GROUP WERE CONSIDERED STRENGTHS IN BRINGING ABOUT POSITIVE OUTCOMES RELATING TO CO-DESIGN.**

**RESOURCE:**

# CHECKLIST FOR STEERING GROUP/ ADVISORY BOARD REPRESENTATION

## CHECKLIST

<input type="checkbox"/>	Businesses across public, private and not for profit sector
<input type="checkbox"/>	Businesses that represent diversity in industry sector
<input type="checkbox"/>	Trade Unions
<input type="checkbox"/>	Regulatory and professional bodies related to good employment (for example CIPD, ACAS)
<input type="checkbox"/>	University academics in disciplines related to good work/your charter purpose
<input type="checkbox"/>	Regional business networks
<input type="checkbox"/>	Chamber of commerce

Aside from the steering group itself, a task involved in the concept stage was the engagement of a variety of stakeholders. Participants shared their learning and reflections on how such relationships were built and what impact they had on developing a culture of inclusivity. The notion of charter ownership also formed part of the concept stage. Here participants discussed a number of important considerations, namely that being involved in the design of the charter and having their ideas

put forward fostered feelings of ownership that translated into advocacy and pride for the charter that could in turn drive promotional activities and networking. This idea of ownership as being a shared intellectual property was also considered as something that could encourage longevity of the initiative outside of the policy agenda.



**“So you get better policy, but also you’re taking people with you, and reassuring them that you’re taking their view on board... there was that pool of goodwill and network of relationships to start from and that was because people were involved at each of those stages and could see where they’d fed in, how that had changed it, where they’d been listened to and their concerns or ideas captured”.**

## **CONSULTATION AND CO-DESIGN**

Consultation and co-design included a number of important activities that relied heavily upon the building and maintenance of strong relationships with a variety of stakeholders and strong engagement with a variety of organisations. Such relationships were presented as an important thread that connected the success of each activity within the broad concept phase. It was important that once engaged, the views that were contributed by the steering group and other partners or organisations were taken into consideration.

A consultation process was undertaken that sought to gather views from diverse stakeholders regarding broad design choices for the charter. One hundred and twenty responses were received from the first consultation exercise. Participants emphasised the resource that was needed in order to work through, process and assimilate responses.

Consultation was also positioned as helping to build trust, engagement and further strengthen the notion of a movement.

It was also acknowledged that the consultation phase involved difficult conversations and that a clear skillset was needed in order to balance the challenges and reach a resolution. For example, there were challenging discussions about the extent to which charter membership would be a requisite for contracting with GMCA. In terms of learning and feedback loops, consultation processes helped to support the refining of the charter purpose and scope. There were also some interesting reflections about the skills required to ensure that co-design activities went well, where diplomacy, flexibility and open-mindedness were valued.

**THERE WERE ALSO SOME INTERESTING REFLECTIONS ABOUT THE SKILLS REQUIRED TO ENSURE THAT CO-DESIGN ACTIVITIES WENT WELL, WHERE DIPLOMACY, FLEXIBILITY AND OPEN-MINDEDNESS WERE VALUED.**

## **FINAL DESIGN AND OPERATIONALISATION**

Co-design and consultation underpinned a number of different processes in the design of the charter. In reaching a final design, a number of activities were key to achieving a final set of principles. For example, a full day workshop and working conference to explore the operationalisation of the charter characteristics took place. In Greater Manchester, elements of the final design took place as part of the concept phase, but much of this overlapped with the implementation phase - especially with regards to the technical assessment/membership criteria, which is addressed in more detail later. Group activities were seen as especially valuable in promoting clear co-design, collaboration and consolidation of focus and content, and actively involved a range of organisations and stakeholders. This diversity was deemed important in ensuring that detailed informed discussions could be held about determining the charter characteristics and metrics. The outcome of co-design as the final design of the charter was also highlighted as reaching a mutually agreed set of principles.

## **INCEPTION**

At the end of the concept phase, inception takes place. Here, careful planning is translated into the preparations for delivery of the initiative.

Reflections centred on the need to consider the complexity in moving from a set of principles to a practical initiative. A need for an independent unit that could be responsible for the charter implementation was considered important. This involved the need for a leader/director of the charter itself, who was seen as instrumental in moving from the final stages of the concept stage. Challenges were also discussed here in thinking about exactly when the charter unit should be created. Participants suggested that very early planning about implementation at the beginning of the concept phase would have helped a smooth transition and heightened visibility of the initiative.

In moving towards implementation from the final stages of the concept stage, participants also reflected upon how resource needs and the formalisation of job roles is required at this important transitional juncture. This is discussed further in the implementation phase.

**“Here are the characteristics we’ve identified. Now we really want to engage you in each of those. But prior to that, it was getting the words on the paper and the definitions. So the characteristics and how we were defining them, and that for me felt like a big milestone in the concept stage because the hardest bit is trying to define them”.**

**RESOURCE:**

# WHAT SKILLS ARE NEEDED?

## Summarising a skills matrix for the concept stage

### OVERARCHING COMPETENCIES

### SKILLS, BEHAVIOURS AND EXPERIENCE

 <p><b>Teamwork and Relationship building</b></p>	<ul style="list-style-type: none"> <li>• The ability to work within and across multidisciplinary teams</li> <li>• Confidence, comfort and credibility in establishing contacts and engaging with individuals at all levels across a variety of organisations, industries and sectors</li> <li>• A wealth of existing contacts and visibility within business communities within your region</li> <li>• The ability to practice active listening in capturing the diverse views of others</li> <li>• Clear communication skills</li> <li>• Diplomacy and managing conflict</li> </ul>
 <p><b>Leadership, credibility and influence</b></p>	<ul style="list-style-type: none"> <li>• The ability to build trust and lead a network of diverse stakeholders</li> <li>• Experience of business engagement and social capital and visibility in engaging with and influencing senior leaders in organisations.</li> <li>• Making difficult decisions in light of conflicting views and priorities</li> <li>• Strong facilitation skills to collate perspectives and ensure learning is shared</li> </ul>
 <p><b>Project management</b></p>	<ul style="list-style-type: none"> <li>• Budgeting and project planning skills</li> <li>• Scoping of resourcing across project phases</li> <li>• Experience of all phases of project life cycle and the ability to take time and care in working in a structured way through each phase of charter design</li> </ul>
 <p><b>Research, analysis and writing</b></p>	<ul style="list-style-type: none"> <li>• Research skills in the sourcing, analysis and assimilation of academic and practitioner literature</li> <li>• The ability to think critically and apply flexibility/open-mindedness in learning and problem solving</li> <li>• The ability to write for different audiences and present complex ideas in a clear manner</li> </ul>
 <p><b>Contextual, strategy and policy knowledge</b></p>	<ul style="list-style-type: none"> <li>• The ability to scope out the regional contextual factors that shape the employer market within your region and engage with those employers in positioning your initiative</li> <li>• Experience in managing the interplay between policy, strategy and practical implementation in positioning the charter initiative</li> <li>• Knowledge of regulatory and professional bodies that are relevant to your charter initiative and means of engaging with them</li> </ul>

**RESOURCE:**

# CHALLENGES AND COMPLEXITIES FOR THE CONCEPT STAGE



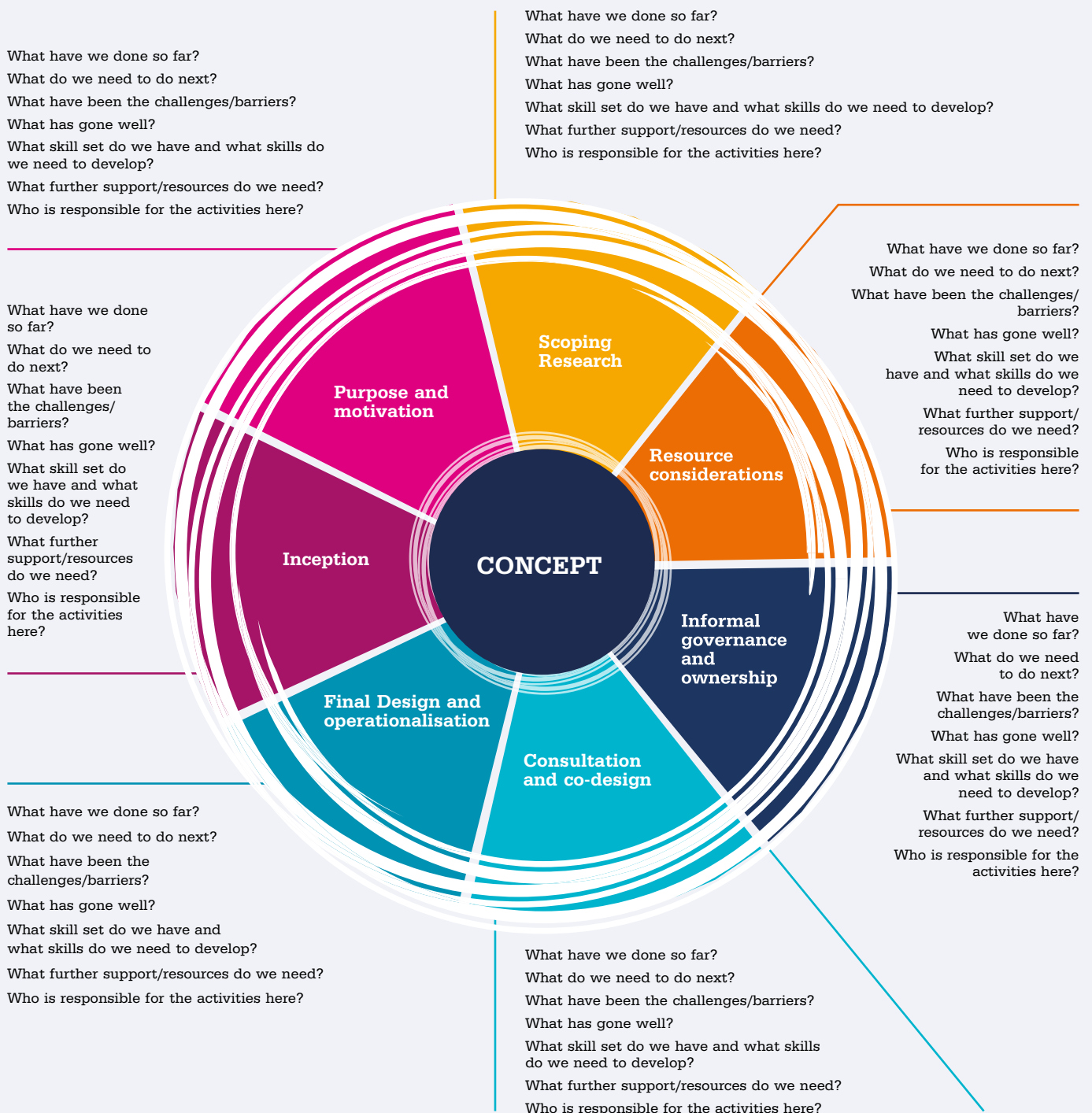
**RESOURCE:**

# TOP TIPS FOR THE CONCEPT STAGE



**RESOURCE:**

# REFLECTIVE LEARNING LOG FOR THE CONCEPT STAGE



# STAGE 2 IMPLEMENTATION

The implementation stage of charter development is where the ideas cultivated in the concept phase come to life. The charter becomes operational and is a defined and live scheme that is active and visible externally, allowing organisations to engage with it.

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A number of important activities take place in this phase. Importantly, many of the phases noted below may work in the chronological order as indicated in the model but no arrows between each stage are indicated as the activities may also be undertaken in a different order or simultaneously depending upon the requirements of the initiative. Indeed, for Greater Manchester many of the activities here are ongoing and take place continuously in order to sustain momentum and build growth during the implementation phase. The activities within the implementation phase include formalising and making visible the ideas that were consolidated in the concept phase. Resourcing is an important factor that cross cuts all of the stages and we begin with a discussion of those considerations as they apply at the implementation phase. A lot of thought was given to scoping out and planning the designated job roles required to resource each

activity within the implementation stage, and though this toolkit does not present a full job analysis it does note some key considerations as each stage is discussed.

Many external-facing activities define the implementation phase including the point at which the charter launches. Similarly, a range of ongoing engagement activities with employers takes place in order to support existing supporters and members, and recruit new employers to membership at both levels. Assessment activities in order to appraise applicant suitability for full membership are also included in the implementation phase. Importantly, in Greater Manchester there was a significant overlap in the final design activities across the concept and implementation phase and this section includes some discussion about the benefits and challenges in this approach.





## **IMPLEMENTATION STAGE: TELLING GREATER MANCHESTER'S STORY**

In the interviews and focus groups, participants shared detailed reflections about the different elements that make up the implementation phase of charter development.

### **RESOURCE CONSIDERATIONS**

In returning to resourcing, it was acknowledged that implementation includes different continuous activities that need to be sustained over time, especially engagement with organisations and membership activities.

The charter has a phased/tiered structure of two levels – full members (requiring assessment) and supporters who commit towards working towards fulfilling the criteria. This ensured that resourcing needs could be met as it built slowly in the early phases of implementation and at the point of the charter launch.

The need to balance the tensions between growing resource at the appropriate stage alongside having a team who understand the charter from its early foundations was highlighted as a potential challenge for resourcing.

**“And because you had to have one tier of membership in order to advance to the second tier, I think that helped in terms of the resourcing issues because it meant that whilst lots and lots of employers we hoped would be going through that supporter tier, actually there’s not really very much assessment required up to that level, so that helped slow down any sort of flood of people trying to become members”.**

## FORMAL GOVERNANCE

At implementation the governance arrangements moved from informal to formal, where the steering group was replaced by a formal advisory board to lead the charter activities.

The formalisation of the advisory board also allowed the creation of specific subgroups to help support different tasks and functions, such as assessment or topic-specific working groups. As part of the formalisation of the charter structures, participants discussed the creation

of job roles across different aspects of the charter activities. There was a need to explore the point at which these were created relative to the resource available in ensuring success in longevity of the initiative and accountability. The formalisation of a leadership role for the charter was also seen as imperative to securing success.

**THERE WAS A NEED TO EXPLORE THE POINT AT WHICH THESE WERE CREATED RELATIVE TO THE RESOURCE AVAILABLE IN ENSURING SUCCESS IN LONGEVITY OF THE INITIATIVE AND ACCOUNTABILITY.**

**“... I think when you’re at the point that you’ve got your concept into something ready to be launched – I think the steering group has done its work then because it’s steered you to the point where a charter exists. You might not have any members at that point, but you know you are going to be getting some members, and I think that’s when you then get those additional structures fixed.... when we’re telling people what the charter is and how you would progress to being a member. And I think at that point it is the right time to have a board sitting above that to approve all of these applications and to talk about where the charter is and where it’s gone and to look to ongoing governance – that’s when you set up your advisory board”.**

**“It was very clear from the start that this needs a dedicated comms resource. You need people who are going to build your website, keep it up to date, who are going to be on Twitter, who are going to be on LinkedIn, who are going to be thinking about the marketing and have that expertise”.**

## **MARKETING AND BRANDING**

Marketing and branding of the charter as a key step in shaping its visibility and profile was an important part of the implementation phase that required a dedicated resource and skillset that was seen to benefit from careful planning, timing and resourcing.

This was an important consideration in the planning of formal job roles, and also needed to be part of the ongoing strategic and operational planning of charter activities in order to ensure that engagement activities were actioned and sustained over time.

## **LAUNCH**

In moving the charter from the concept to the implementation phase, a launch event took place in July 2019. The charter launched a supporter network first – this represented a first step to formalise the engagement of employers who were committed to the charter but did not have to fulfil specific standards relating to each characteristic. Launching this first was deemed a really helpful way to strengthen employee engagement and further build on the notion of a movement.

The tiered approach to launch and membership was thought to be helpful in optimising engagement with employers. Reflections about the overlapping nature of the concept and implementation phase were discussed, and it was acknowledged that some of the design work was still underway after the initial launch. A benefit of the overlap was the ability to engage more employers in defining and refining the standards, further heightening the sense of involvement and ownership.

**“I think it helped that we launched the supporter network first because that gave something for people to join and engage in. Whilst the really tricky bit, which is how do you set your membership standards and how do you measure them could then develop after that. So you’re building the network, you’re building the trust, you’re keeping people involved. I think getting the supporter bit out six months before the membership bit helped”.**

## **NETWORKING AND ONGOING RECRUITMENT OF EMPLOYERS**

Two specific activities in engaging employers are included within the model. First, networking and ongoing recruitment of employers to the supporter and member tiers of membership. This is followed by the need for ongoing engagement with existing members.

In terms of networking and ongoing recruitment of employers, the need for this to be built across both the concept and implementation phase was revisited. There was a discussion about projections and targets in terms of numbers of employers for membership and it was felt that the quality of relationships was a more important indicator of success. It was also felt that the positioning of the initiative as a provider for learning, support and important helpful information on the charter topics was influential in building interest that may aid conversion to membership. The purpose of the charter as an inclusive and accessible initiative was revisited in these discussions.

In the early phases of the implementation, a pilot group of organisations was recruited which helped to support the unfolding activities. This group was used as a reference point for everything that was being designed and developed. This heightened employer engagement with the initiative in its early stages of implementation and was a helpful sounding board and feedback mechanism for appraising the approach. It also resulted in further relationship building and advocacy for the charter.

## **ONGOING IMPLEMENTATION AND ENGAGEMENT**

Ongoing implementation and engagement refers to activities undertaken to sustain the interest and commitment of those already signed up as supporters and members.

Here, participants noted the need for a range of visible ongoing activities that work to involve organisations with the content of the charter characteristics. The supporters' network, for example is comprised of "events aimed to introduce different elements of good employment, educate with practical and easily implementable takeaways, and inspire with innovative practice and proven benefits...[supporters are able to] strive to incorporate better employment across all the Charter's characteristics by accessing resources and support services that are available to supporters across GM, tailored to employers depending on their size, sector or location" (GEC website, 2022).

**IN THE EARLY PHASES OF THE IMPLEMENTATION, A PILOT GROUP OF ORGANISATIONS WAS RECRUITED WHICH HELPED TO SUPPORT THE UNFOLDING ACTIVITIES.**

**RESOURCE:**

# EXAMPLES OF ACTIVITIES FOR ONGOING ENGAGEMENT

To explore the resources offered to supporters and members please see this link:

[News & Blogs | GM Good Employment Charter](#)



## BLOGS

CASE STUDIES TO SHARE  
LEARNING WITHIN AND  
BETWEEN ORGANISATIONS



TOOLKITS ON SPECIALIST TOPICS  
(E.G. MENTAL HEALTH)

CHARTER AWARDS CEREMONY



## ARTICLES

CHARTER NETWORK EVENTS



SOCIAL MEDIA  
CHANNELS TO PROMOTE  
ALL THESE ACTIVITIES

PODCASTS (GOOD EMPLOYMENT  
CHATTER)

It was acknowledged that engagement with employers through such activities was reliant upon the marketing and engagement skillset as well as strong relational skills.

## **ASSESSMENT ACTIVITIES**

An important activity within the implementation phase is the design and application of assessment methods in order to appraise the extent to which organisations who seek to move from the supporter tier to the full membership tier have met the required criteria across each of the seven charter characteristics. There are a number of important considerations here from design work that determines the assessment criteria to the formation of a process that assesses membership applications.

The flow chart shows the process for moving from supporter level to full membership and the associated assessment activities. Here, a detailed process is undertaken where the employer works closely with the charter unit to work through the different steps of assessment. A number of documents were created by the charter unit for this purpose. These include the 'supporter readiness questionnaire' which is a template document that assesses the extent to which a potential member meets some minimum criteria for each charter characteristic. There is a requirement to answer 'yes' to these important questions before being able to move to the next stage. Next, an 'assessment template' is completed which gathers more detailed information. The process is collaborative and the charter team work closely with the employer at all stages in order to provide support as a detailed narrative of their progress in each of the charter characteristics is put together.

**THERE ARE A NUMBER OF IMPORTANT CONSIDERATIONS HERE FROM DESIGN WORK THAT DETERMINES THE ASSESSMENT CRITERIA TO THE FORMATION OF A PROCESS THAT ASSESSES MEMBERSHIP APPLICATIONS.**

**RESOURCE:**

# GREATER MANCHESTER CHARTER MEMBERSHIP ASSESSMENT PROCESS AND ACTIVITIES FLOW CHART



**“...we thought it was important to have engagement with the companies, so part self-assessment but part supported by the charter unit to give them feedback on the things that we were looking for... this helped to be supportive so we’re not just turning people down, we might be able to say ‘look you’re nearly there’ and ‘what we need to see from you is this’”.**

When it is time to assess the membership application it is submitted to the technical panel. This is a subgroup of the advisory board and other partners who scrutinise its contents against each criteria and provide detailed written feedback. As part of that feedback it may be necessary for the organisation to provide a more detailed response or further information. Once approved, the application is ratified by the full advisory board. A variety of additional checks and due diligence is conducted as part of the assessment process in order to corroborate the other data and mitigate against reputational damage.

Participants discussed a number of important reflections about the assessment processes. These can be split in to two important themes. First, the design choices that underpin the assessment criteria and second, the infrastructure of the assessment process.

The design choices that underpin the assessment criteria were considered alongside debates about the charter purpose and the operationalisation of the criteria in terms of what good employment looks like. There were complexities in determining how rigid or flexible this should be and how it would account for differences across size and sector. Examples were provided about difficult decisions in granting membership applications within certain sectors.

There was also a need to consider how future assessment activities could potentially grow to include the perspectives of employees as well as the information gathering activities that currently formed the process. In addressing the infrastructure of the assessment process, participants cited a need to resource the assessment activities rather than create a fully automated process. This was important in order to foster a culture of support for organisations who wanted to progress towards full charter membership.

The feedback process also helped to showcase the charter values of inclusivity and approachability.

In further examining systems and infrastructure for assessment activities, it was noted that the current arrangements worked well but were time consuming and resource intensive, and that there was a need to explore future options to increase efficiency in the assessment process. Specifically, this included a need to consider new systems that could speed up the process for assessment and may reduce workload for the technical board whilst simultaneously preserving the rigour of the process.

**THE FEEDBACK PROCESS ALSO HELPED TO SHOWCASE THE CHARTER VALUES OF INCLUSIVITY AND APPROACHABILITY.**



**RESOURCE:**

# WHAT SKILLS ARE NEEDED?

## Summarising a skills matrix for the implementation stage

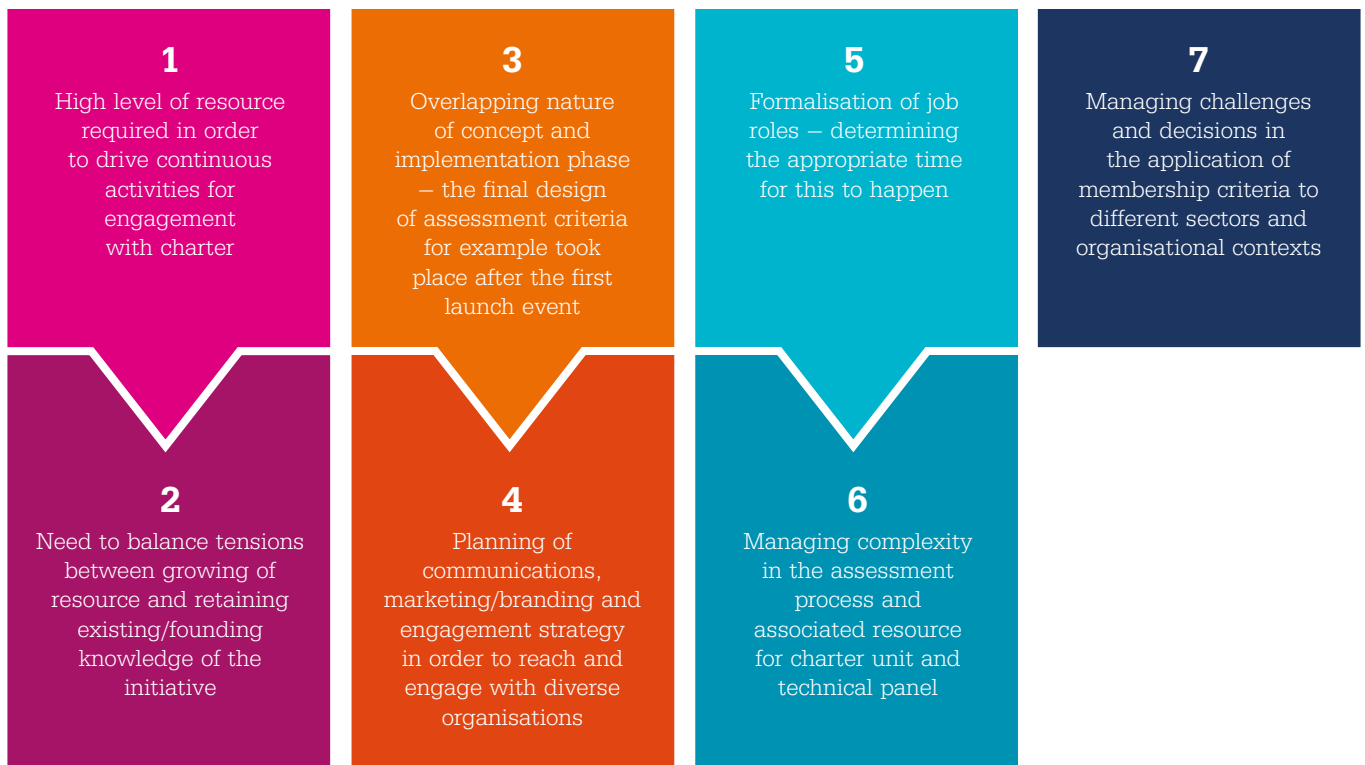
### OVERARCHING COMPETENCIES

### SKILLS, BEHAVIOURS AND EXPERIENCE

 <p><b>Teamwork and Relationship building</b></p>	<ul style="list-style-type: none"> <li>• The ability to work within and across multidisciplinary teams</li> <li>• Confidence, comfort and credibility in establishing contacts and engaging with individuals at all levels across a variety of organisations, industries and sectors</li> <li>• A wealth of existing contacts and visibility within business communities within your region</li> <li>• The ability to practice active listening in capturing the diverse views of others</li> <li>• Clear communication skills</li> <li>• Diplomacy and managing conflict</li> <li>• An ability to balance the tensions between growing a team and retaining inherent understanding from early involvement – fostering an environment to encourage a sharing of learning</li> <li>• Signpost employers to sources of support offered by the charter network</li> <li>• Source expert speakers and facilitators for charter network events</li> </ul>
 <p><b>Leadership, credibility and influence</b></p>	<ul style="list-style-type: none"> <li>• The ability to build trust and lead a network of diverse stakeholders</li> <li>• The ability to promote the culture and values of the charter in all interactions with stakeholders</li> <li>• The ability to create, formalise and lead an advisory board and create and manage sub- groups where applicable</li> <li>• Experience of business engagement and social capital and visibility in engaging with and influencing senior leaders in organisations.</li> <li>• Making difficult decisions in light of conflicting views and priorities</li> <li>• Strong facilitation skills to collate perspectives and ensure learning is shared</li> <li>• An ability to lead the facilitation of large scale events and facilitation/workshops (for example for operationalisation of assessment criteria)</li> </ul>
 <p><b>Marketing, communications and engagement</b></p>	<ul style="list-style-type: none"> <li>• Design/implement a full engagement strategy</li> <li>• Manage communications process and strategy</li> <li>• Website building and management</li> <li>• Build and manage a range of social media platforms</li> <li>• Engage in many promotional activities to heighten visibility of your charter initiative across all platforms</li> <li>• Reporting of metrics for engagement</li> </ul>
 <p><b>Project management</b></p>	<ul style="list-style-type: none"> <li>• Budgeting and project planning skills</li> <li>• The ability to undertake process mapping of assessment process and associated activities</li> <li>• Scoping of resourcing across project phases</li> <li>• Experience of all phases of project life cycle and the ability to take time and care in working in a structured way through each phase of charter design</li> <li>• Plan and oversee engagement and communications strategy</li> <li>• Applying appropriate selection and recruitment processes to recruit for team roles and engage with relevant functions to complete process</li> <li>• The ability to plan and resource the infrastructure and systems required to host assessment activities and other implementation tasks</li> </ul>
 <p><b>Design of written materials and activities</b></p>	<ul style="list-style-type: none"> <li>• Competencies in scoping, designing and writing job descriptions and conducting job analysis for each job role</li> <li>• Design of a range of documentation for the assessment process</li> <li>• Plan, design and launch a programme of creative and innovative events including the charter launch</li> <li>• The ability to think critically and apply flexibility/open-mindedness in learning and problem solving</li> <li>• The ability to write for different audiences and present complex ideas in a clear manner</li> <li>• The ability to write case studies and design other promotional materials</li> </ul>
 <p><b>Contextual, strategy and policy knowledge</b></p>	<ul style="list-style-type: none"> <li>• The ability to scope out the regional contextual factors that shape the employer market within your region and engage with those employers in positioning your initiative</li> <li>• Experience in managing the interplay between policy, strategy and practical implementation in positioning the charter initiative</li> <li>• Knowledge of regulatory and professional bodies that are relevant to your charter initiative and means of engaging with them</li> </ul>

**RESOURCE:**

# CHALLENGES AND COMPLEXITIES FOR THE IMPLEMENTATION STAGE



**RESOURCE:**

# TOP TIPS FOR THE IMPLEMENTATION STAGE



**RESOURCE:**

# REFLECTIVE LEARNING LOG FOR THE IMPLEMENTATION STAGE

What have we done so far?  
 What do we need to do next?  
 What have been the challenges/barriers?  
 What has gone well?  
 What skill set do we have and what skills do we need to develop?  
 What further support/resources do we need?  
 Who is responsible for the activities here?

What have we done so far?  
 What do we need to do next?  
 What have been the challenges/barriers?  
 What has gone well?  
 What skill set do we have and what skills do we need to develop?  
 What further support/resources do we need?  
 Who is responsible for the activities here?

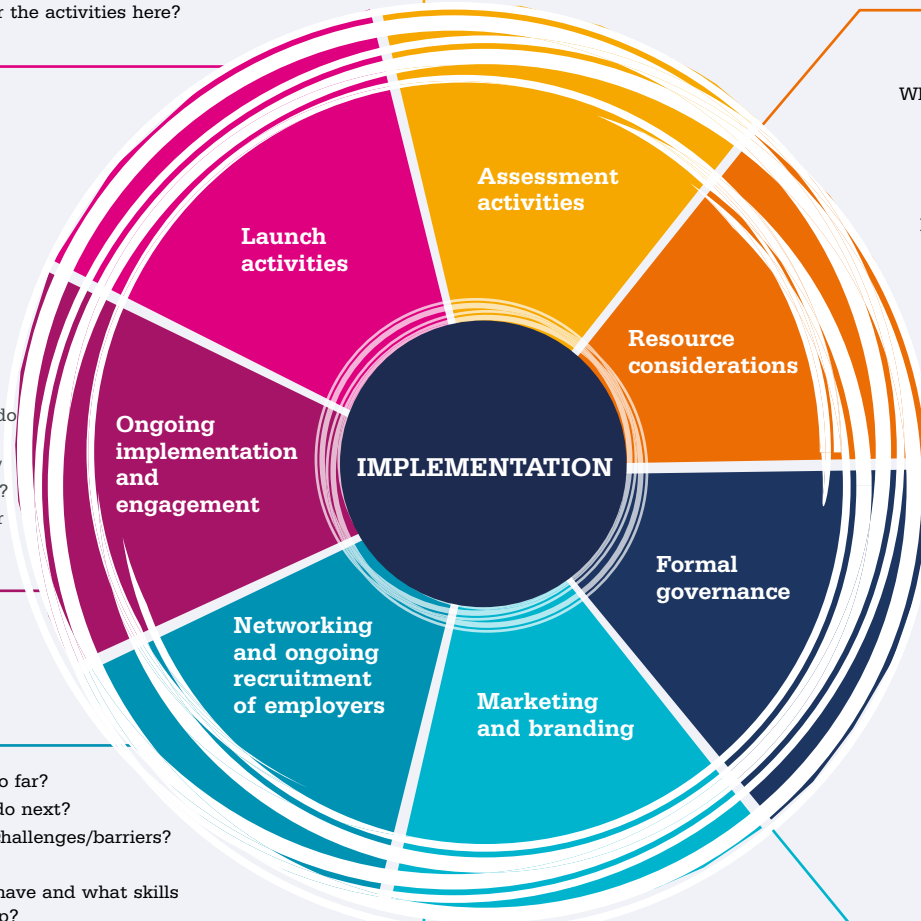
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 What do we need to do next?  
 What have been the challenges/barriers?  
 What has gone well?  
 What skill set do we have and what skills do we need to develop?  
 What further support/resources do we need?  
 Who is responsible for the activities here?



# STAGE 3

# EVALUATION, IMPACT AND EVOLUTION

The 'final' phase of charter development is an ongoing process that tracks the impact of the charter in a number of ways, in order to harness learning about its effectiveness, and to enact changes as a function of such learning.

03

The inclusion of learning and feedback loops in the model of charter development underpins all phases of the full model and represent a continual process where the ongoing development of the charter is informed by an appraisal of its progress at each step. In the evaluation, impact and evolution phase, research takes place to assess how effective the charter is at a number of timepoints. Many different activities are included in this part of the model. Greater Manchester worked with academic researchers in the Centre for Decent Work and Productivity at Manchester Metropolitan University to devise a two-stage evaluation project that assessed the charter impact over its first three years. In this study, a phase one report was published in June 2021 that gathered the views of charter leads (those

responsible for implementation of the charter in participating organisations). This was followed by a phase 2 report one year later, published in May 2022 that gathered responses from employees in participating organisations. For both parts of the project, the research team worked with the advisory board and the wider GMCA team to undertake a co-design of survey questions for each stage. Activities are also conducted outside of funded research projects. For example, the charter unit engages with members to gather case studies about their practices and positive outcomes. The findings from activities that track employer progress with the charter and related activities are used to drive further evolution in terms of content and approach.



**“We are saying this idea of focusing on good employment will not only be good for those workplaces, but it’ll be good for Greater Manchester in all of its communities. And in all of its social cohesion. So I think there’s different things there. There’s a practical sense it has been a movement. There’s the agility that we need to evolve as we’re going along. And I think it’s the recognition that it’s a big piece of work that good employment can play in making Greater Manchester a better place to work in, to live, to grow up”.**

## **EVALUATION RESEARCH**

In introducing the need for evaluation research, aspirations were shared about measuring the impact of the charter at a number of levels;

In thinking about how to measure the impact of the charter, different metrics to measure success were discussed. A formal research project is one means of gathering such data. In the charter evaluation project, survey instruments and focus group questions were designed to gather data about the perceptions of charter impact from both employees and charter leads within participating organisations. Multiple data sources were used to allow numerical representation of baseline ‘scores’ across each characteristic alongside rich textual data to provide stories about organisations’ activities. The research design followed a co-design approach where the research provider designed the research instruments in discussion and agreement with the advisory board. Data is also gathered longitudinally and the initial project consisted of 2 phases. In phase 1, data was gathered from charter leads within the first year of the charter inception, and at phase 2 a larger survey of employees was conducted to provide

the first ‘baseline’ of scores for each organisation. This was delayed due to the impact of the COVID 19 pandemic. It is recommended that these data gathering exercises are repeated (ideally once per year) in order to track progress and allow for the sharing of learning over time.

The diagram overleaf shows the aims and objectives for the evaluation project conducted by Manchester Met alongside the links to access the full project reports.

**IN THINKING ABOUT HOW TO MEASURE THE IMPACT OF THE CHARTER, DIFFERENT METRICS TO MEASURE SUCCESS WERE DISCUSSED.**

**RESOURCE:**

# EVALUATION PROJECT AIMS AND LINKS TO DOCUMENTATION

## CHARTER EVALUATION PROJECT RESEARCH PHASES AND AIMS

**PHASE 1:  
ADDRESSING THE  
PERSPECTIVE OF CHARTER  
LEADS AND STAKEHOLDERS**

To access the full PHASE 1 research report please follow this link:

**[GM-Charter-Evaluation-Interim-Report-June-2021.pdf \(mmu.ac.uk\)](#)**

To understand the motivations and engagement of charter organisations (Members and Supporters)

To assess the experience and impact of the charter as reported by charter organisations

To surface the reflections of charter stakeholders on the development and impact of the charter

**PHASE 2:  
ADDRESSING THE  
PERSPECTIVE OF EMPLOYEES  
AND MANAGERS**

To access the full PHASE 2 research report please follow this link:

**[mmu.ac.uk/sites/default/files/2022-05/GEC-EVALUATION-PHASE-2-FINAL-REPORT.pdf](#)**

To build on the findings of phase 1 by exploring employee and manager perceptions about the impact of the good employment charter on employee perceptions of good employment. This will provide a 'baseline' measure of participating organisations' engagement across each charter characteristic

To enable organisations engaged in the charter to share learning and best practice

To explore differences in employee experiences of good employment across organisation size and sector in order to provide industry comparisons

To provide narratives and exemplars derived from free text comments and focus groups to showcase good practice across each of the seven good employment themes

To provide recommendations for building good employment practices across all charter characteristics

To undertake some statistical modelling to map which of the charter characteristics are most important in shaping employee perceptions of good employment. This will allow further conceptual understanding that can inform the ongoing evolution of the charter.



Success of the charter initiative can be measured by a number of different means. Participants noted a requirement to explore a range of data sources in order to construct a full picture of charter impact.

**“Evaluation is a broad term, and we need to try to make sure that moving forward we build and look at different ways of exploring what difference the charter is, you know, actually having on people’s lives... does your day and your life as an employee feel better if you work for a charter organisation and in what ways? That is so important, and there are different ways we can capture it I think as we grow and move forward. What does it look like to the people working in all the different roles in that organisation, how does what they say they’ll do [in committing to good work] actually work in practice?”**

**RESOURCE:**

# DIFFERENT METRICS FOR MEASURING IMPACT – SOME EXAMPLES



A challenge identified was being able to capture specifically what impact the charter had over and above the activities that organisations were already engaged with for the provision of good employment. In Greater Manchester, the need for specific targets in terms of numbers of charter members was considered less important than the quality of the relationship and the engagement of existing members and supporters.

Stakeholders explained that the particular impact of certain engagement activities, such as the success of podcasts was a helpful way of illuminating success, and cited examples of being able to see positive change in workplace behaviours as a function of their involvement with charter activities.

**“People can see that the original concept of choosing good is the right thing to do, not just because it’s the right thing to do, but it will bring benefit fundamentally to your bottom line, your productivity. All of that evidence to be able to share with others. So anybody who might be saying, ‘am I interested in developing in my relationship with the charter? Well, why wouldn’t I?’... and probably people would be able to say ‘Well, they’re in the same sector as us and look at where they are and look what they’ve done’ – so it might bring that almost competitive edge to it as well”.**

## **DISSEMINATION OF IMPACT**

The need to share the findings of evaluation research and other metrics about impact was deemed important in order to support the ongoing engagement of employers. Positive impact was helpful in promoting the benefits of charter membership.

It was considered important to share impact, especially in terms of positive stories and examples about how involvement and engagement with the charter has brought about positive change for employees alongside wider societal benefits. Charter network events such as the awards ceremony and other workshops and activities were positioned as examples of both charter impact itself and a means of sharing it with others. It was also hoped that the sharing of success would impact more broadly on reputational issues that work to shape employee expectations and choices about where they may want to work.

**IT WAS ALSO HOPED THAT THE SHARING OF SUCCESS WOULD IMPACT MORE BROADLY ON REPUTATIONAL ISSUES THAT WORK TO SHAPE EMPLOYEE EXPECTATIONS AND CHOICES ABOUT WHERE THEY MAY WANT TO WORK.**

**“...it’s hard to plan what resource to allocate and how to track that alongside how fast or slowly things are growing and what will happen next. But we need to be mindful of how big we are getting, and we need to make sure we can support all the processes that we’ve discussed at each step of the model in a way that sustains momentum and builds in some planning time to forecast”.**

## **SHARING OF LEARNING**

Participants gave examples of the charter as underpinned by a culture of reflective practice. As part of this, there was a need to build in focused time and space to capture the learning and feedback loops that had taken place at all stages of the charter development. In particular, more time to explore reflective practice as an activity for the advisory board was suggested.

Examples were given of activities that worked to build a culture of learning. When discussing changes to membership criteria, employers and the charter unit worked together to learn from other organisations. This was considered an important foundation and value of the charter.

## **PLANNING FOR GROWTH AND CHANGE**

Anticipating how the charter will move forward over time was an important consideration. Here, participants discussed a number of issues, notably the need to build further engagement in reaching underrepresented and hard to reach sectors who may not engage with the charter as readily. Growth in a general sense was also discussed in light of resource challenges and a need for forecasting.

It was acknowledged that external factors shaped the need for the charter to evolve over time, and that agility was key to planning for change and growth.

A number of examples of how the charter has evolved its contents and activities are discussed in the next section.

It was also acknowledged that the charter purpose and positioning could potentially evolve over time in order to reflect changes in policy and strategy landscapes.

## **EVOLUTION OF CONTENT AND ACTIVITIES**

This step in the model refers to making changes to the charter. Changes can be made in response to both internal and external factors (e.g. the findings from evaluation work, the impact of the global pandemic, and topical employment issues in society and the media). In returning to the notion of the charter as a movement, this ethos was revisited when reflecting on how the charter can evolve over time. Therefore, design of the charter was seen to be an ongoing activity that promoted agility as critical in responding to important changes.

The need for changes to charter characteristics/ membership criteria was also discussed as part of an ongoing learning agenda where feedback loops were used to consider specific learning and reflection on issues such as sick pay, firing and rehiring and other topical issues in the workplace that had links to charter characteristics.

The need for balance in the volume and pace of change was discussed, and here the function of the advisory board was key in supporting an appropriate outcome. A challenge was noted in making changes to criteria after members had signed up and fulfilled existing criteria. Solutions to this challenge were considered, including a clause that membership criteria may change over time, and the need to provide existing members with a realistic timeframe to make any changes to their employment practices.

**A CHALLENGE WAS NOTED IN MAKING CHANGES TO CRITERIA AFTER MEMBERS HAD SIGNED UP AND FULFILLED EXISTING CRITERIA.**

**“The world changes. Look at we had to deal with during the pandemic and that was a great opportunity and great platform for this charter in fact. But I think that another top tip is that you have to really know what’s going on externally. I mean you need to be able to rapidly respond to something and look at your charter characteristic – can you make it relevant to what’s going on now?”**

**RESOURCE:**

# WHAT SKILLS ARE NEEDED?

## Summarising a skills matrix for the evaluation, impact and evolution stage

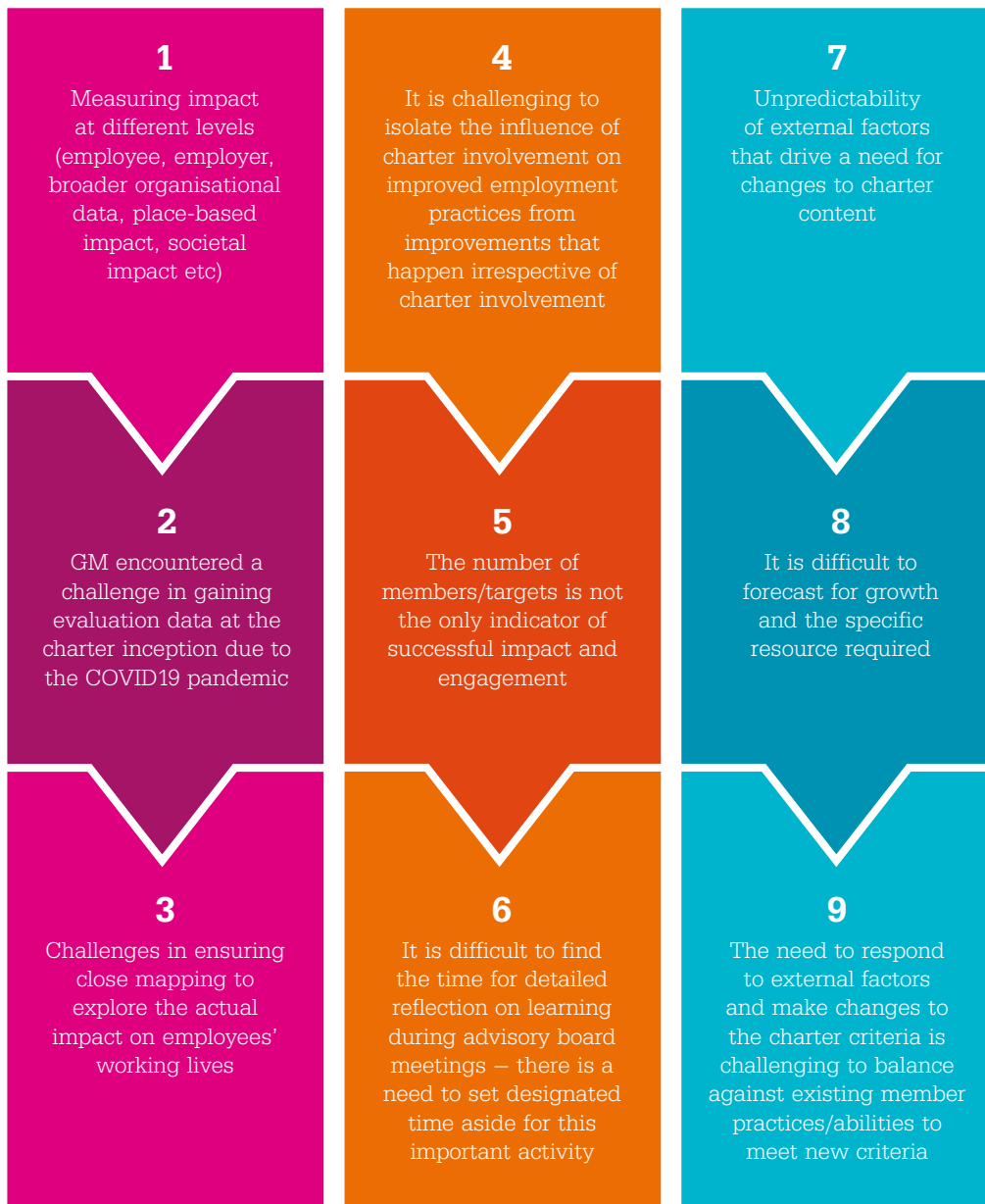
### OVERARCHING COMPETENCIES

### SKILLS, BEHAVIOURS AND EXPERIENCE

 <p><b>Teamwork and Relationship building</b></p>	<ul style="list-style-type: none"> <li>• The ability to work within and across multidisciplinary teams</li> <li>• Confidence, comfort and credibility in establishing contacts and engaging with individuals at all levels across a variety of organisations, industries and sectors, especially in promoting impact and sharing learning</li> <li>• A wealth of existing contacts and visibility within business communities within your region</li> <li>• Clear communication skills</li> <li>• Diplomacy and managing conflict</li> </ul>
 <p><b>Leadership, credibility and influence</b></p>	<ul style="list-style-type: none"> <li>• The ability to promote the culture and values of the charter in all interactions with stakeholders</li> <li>• The ability to create, formalise and lead an advisory board and create and manage sub- groups where applicable – especially with respect to the evolution of charter characteristics</li> <li>• Experience of business engagement and social capital and visibility in engaging with and influencing senior leaders in organisations.</li> <li>• Making difficult decisions in light of conflicting views and priorities</li> <li>• Strong facilitation skills to collate perspectives and ensure learning is shared/develop a learning culture/reflective practice agenda</li> </ul>
 <p><b>Marketing, communications and engagement</b></p>	<ul style="list-style-type: none"> <li>• Design and disseminate information sources to share impact of charter</li> <li>• Engage in many promotional activities to heighten visibility of your charter initiative across all platforms</li> <li>• Reporting of metrics for engagement</li> </ul>
 <p><b>Project management</b></p>	<ul style="list-style-type: none"> <li>• Budgeting and project planning skills</li> <li>• Forecasting and horizon planning to appraise projected growth of initiative</li> <li>• Scoping of resourcing for growth and evaluation activities</li> <li>• Liaison with external partners/research partners</li> <li>• Plan a programme of evaluation work with associated timeline</li> </ul>
 <p><b>Design of written materials and activities</b></p>	<ul style="list-style-type: none"> <li>• Design of a range of documentation for dissemination of findings</li> <li>• The ability to think critically and apply flexibility/open-mindedness in learning and problem solving</li> <li>• The ability to write for different audiences and present complex ideas in a clear manner</li> <li>• The ability to write case studies and design other promotional materials</li> </ul>
 <p><b>Contextual, strategy and policy knowledge</b></p>	<ul style="list-style-type: none"> <li>• The ability to scope out the regional contextual factors that shape the employer market within your region and engage with those employers in positioning your initiative</li> <li>• Experience in managing the interplay between policy, strategy and practical implementation in assessing the impact of the charter</li> </ul>

**RESOURCE:**

# CHALLENGES AND COMPLEXITIES FOR THE EVALUATION, IMPACT AND EVOLUTION STAGE



**RESOURCE:**

# TOP TIPS FOR THE EVALUATION, IMPACT AND EVOLUTION STAGE





**RESOURCE:**

# REFLECTIVE LEARNING LOG

## – EVALUATION, IMPACT AND EVOLUTION STAGE



# SUMMARY

This toolkit and report has aimed to share the detailed journey undertaken by Greater Manchester in its creation of the Good Employment Charter. It is hoped that the examples of opportunities, challenges and complexities provided will support problem solving and creativity in the development of similar initiatives in other localities.

The broad three stage model that was designed as part of this project and presented here (concept; implementation; and evaluation, impact and evolution) aims to present a structure to provide a foundation for exploration of the different activities that are involved in the complex process of charter development. It is hoped that this framework will be a useful way of thinking about the activities that may take place, the resource required and the opportunities and barriers to their successful completion. The cyclical ongoing process of charter development is highlighted in the model and Greater Manchester's learning centres around the need to consider how each stage informs the next and how the full process is continuous and requires agility and foresight regarding external and internal drivers for change. Taken together, it is hoped that the resources presented alongside the story will allow some practical exploration of how these concepts are of relevance for charter projects that may be similar or different from Greater Manchester in terms of their focus or context.

## NEXT STEPS

We are hoping to conduct further work to develop toolkit resources for this project. Please contact the research project leader Dr Sarah Crozier (**[s.crozier@mmu.ac.uk](mailto:s.crozier@mmu.ac.uk)**) if you are interested in receiving further support to strengthen your learning.

Please get in touch to tell us what further resources would be useful so we can build this into our plans to provide further support and engagement.

We would like to build a network for the development of UK employment charters in order to share learning within and across localities.

We are hoping to develop a virtual/face to face roadshow to provide support and facilitation for using the toolkit in practice.

## FURTHER RESOURCES

- More about the charter:  
Greater Manchester Good Employment Charter (**[gmgoodemploymentcharter.co.uk](http://gmgoodemploymentcharter.co.uk)**)
- Reading on charter initiatives:  
**Hughes et al IGAU-Employment-Charter-Briefing.pdf** (**[manchester.ac.uk](http://manchester.ac.uk)**)
- Consultation information and documentation:  
**Developing a Good Employment Charter for Greater Manchester - Greater Manchester Combined Authority - Citizen Space** (**[gmconsult.org](http://gmconsult.org)**)

# APPENDICES

## RESEARCH METHODOLOGY

### **1. Conceptual mapping of model for charter design best practice:**

A desk-based exercise was undertaken to determine the important factors for exploration in the data collection. This was underpinned by academic best practice and agreed in consultation with the GMCA project team. It resulted in the visual representation of a simple model that presented the different activities involved in the development of a charter initiative. This included a mapping to the full charter 'life cycle' from its conception to implementation and evaluation.

### **2. Workshop to validate and refine model:**

A workshop was facilitated by the Manchester Met researcher with key stakeholders/ the GMCA project team to explore the draft model. This was an opportunity to consolidate and refine the important themes within each area of the model in order to 'operationalise' them ready for data collection.

### **3. Focus groups and interviews:**

This is a small scale and preliminary project which means in this instance given resources and timeframes only experiential and attitudinal data was collected. Data was gathered from individuals who have been involved in the charter development process to understand their experiences across each element of the model. Twelve individuals from the charter advisory board, the GMCA policy team and the charter unit were engaged in both focus group and individual interviews. Here they 'shared their stories' in order to capture barriers and enablers in charter design across each of the elements in the model.

### **4. Final model/toolkit for best practice in charter design:**

This report and set of resources forms a toolkit – the aim of this is to provide GMCA with a means to showcase their reflections on the learning journey of charter development so that other regions may share in their experience and use it to help support the development of their own initiatives.