Staff Management

FACILITATOR MANUAL

Namibian Association of CBNRM Support Organisations

FUNDED BY THE MORBY FAMILY CHARITABLE FOUNDATION

Namibia Development Trust
Promoting Rural Development

IRDNC

CONTENTS

ACRONYMS AND KEYWORDS

CBO	Community-based Organisation
CC	Conservancy Committee
CESP	Community-based Natural Resource Management Enterprise Support Project
DC&P	Disciplinary Code and Procedure Policy
NACSO	Namibian Association of CBNRM Support Organisations
PAYE	Pay-as-you-earn (method of income tax collection)
VAT	Value added tax

Appeal .... An official meeting to hear an objection to a particular decision.

Compensation .... An amount of money paid to a person or an organisation to pay for the damage of property or any inconvenience/s caused.

Compliance .... Ensures that a person, or an organisation, follows the rules put in place by government law or any other appropriate authority.

Contract of Employment .. The agreement between an employer and employee that sets out the terms and conditions of their employment relationship.

Conflict of interest .... A situation in which a person is in a position to gain personal benefit from actions or decisions made in their official capacity.

Fine levied .... An amount of money which must be paid by a person or organisation as a penalty for not having followed to the law/rules.

Grievance .... An employee's complaint regarding dissatisfaction in the workplace or with other employees, or a violation of their rights.

Incapacity .... Inability to work due to illness or injury.

Incompetence .... Inability to work according to a good enough standard.

Inquiry .... A formal meeting to hear evidence, decide whether it is true or not, and if so, decide what action to take.

Job description .... A document that explains what an employee is expected to do.

Medical certificate .... A form signed by a doctor/consultant that provides an official diagnosis of an illness/ injury/pregnancy (due date).

Misconduct .... Behaviour and/or actions which are not acceptable in the workplace.

Offence .... Behaviour and/or actions that are against the conservancy's rules/policies.

Personal review .... An evaluation of one's own work performance.

Sanctions .... A course of action (which is approved by the CC) taken if a staff member is found guilty of misconduct or poor performance.

Severance pay .... Additional payment to a staff member when leaving employment under particular circumstances.

Staff appraisal .... A supervisor's evaluation and report of staff members' work performance.

Staff policy .... A document that explains the rights and responsibilities of each employee, and the conservancy.

Unfair dismissal .... The termination of a staff member's contract without just cause (i.e. unfairly or illegally).

ACKNOWLEDGEMENTS

The materials used to develop this training manual were developed and compiled by a number of individuals and organisations over the past fifteen years as part of the CBNRM Programme. Acknowledgement is thus given to all contributing NACSO members, NACSO's international development support partners, and the individual and collective experiences of NACSO members and partners who made the production of this manual possible.

The recent supplementary development of this training manual, developed as part of the Sustainable Communities Partnership, was funded by the Morby Family Charitable Foundation through WWF in Namibia.

The cover-, back cover- and spread photo courtesy of NACSO Photo Library

GENERAL TRAINING TIPS

PREPARATION

- Prepare each session in advance.

  Ensure that all necessary materials and visual aids are available.

  Use visual aids wherever possible to enhance your training.
- Be aware of local customs.

  Remember to open and close the training day with a prayer, and give due recognition to any traditional leaders present.
- Provide translation services when necessary.

  This will need to be arranged in advance. It may not be appropriate to ask a participant to translate.

GENERAL TRAINING AND PRESENTATION

- Use good time management to ensure every aspect of your training is completed.
- Take into account the possible need for translation, and, if necessary, be prepared to slow down to ensure that all participants understand.
- Maintain good eye contact with the participants.
- Speak clearly.
- Keep your training language simple and appropriate for the participants.
- Bridge one topic to the next.
- Provide clear instructions for activities, and check to see if your instructions have been understood.
- Keep a separate sheet of flipchart paper available to 'park' any issues that need to be revisited at the end of the day.
- Where appropriate, summarise.
- Avoid reading directly from this manual.

VISUAL PRESENTATION

- Write clearly and boldly when using flipchart paper.
- Keep your visual aids visible.

  Avoid standing in the way of your visual aids and blocking the participants' view.

INVOLVE THE PARTICIPANTS

- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and the key issues.
- Keep the group focused on the task, but take breaks if participants are tired and begin to lose concentration.

  Pay attention to participants' body language for any signs of fatigue.

- The subject matter in this training manual could generate a lot of debate. The process of debate is very valuable, provided you are able to maintain control of the group, and can prevent the discussion from veering off the subject. It is useful to capture any key points during these debates.
- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge all comments and feedback from participants.

INTRODUCE THE WORKSHOP

Introducing the workshop could include all or some of the following procedures:

- Prayer (at the beginning and end of each training day)
- Welcoming remarks
- An activity to introduce participants and to help them remember names
- Objectives of the workshop
- Participants' expectations and/or concerns regarding the workshop
- Ground rules (e.g. switch cell phones either off or to silent, respect other participants' opinions, every question is a good question, one person speaks at a time, respect appointed time schedules, etc.)
- Housekeeping (e.g. restroom facilities, break times, meal times, etc.)

NOTE TO TRAINERS / FACILITATORS

This manual is a guide for you to deliver training on the understanding of how the Labour Law applies to conservancies, and how staff-related matters/activities should be designed and applied to conservancies.

ABOUT THIS MANUAL
STAFF MANAGEMENT

OBJECTIVES

People who receive training in this workshop will gain knowledge on the following topics:

- Labour Law
- Recruitment and selection process
  - → Recruiting staff: job descriptions and job advertising
  - → Selecting staff: Contract of Employment
- Performance management: staff appraisal
- Staff policies and procedures
- Disciplinary and grievance procedures
- Development of action plans

COMPETENCIES

People who receive training in this workshop will be able to:

- demonstrate knowledge and understanding of the Labour Law and how it applies to their conservancy;
- explain staff-related activities required by their conservancy;
- demonstrate knowledge and understanding of how to deal with staff issues;
- develop staff policies and procedures for their conservancy; and
- establish a plan to develop any job descriptions, contracts, staff management policies, etc. that are legally required but are currently not in existence.

This manual is intended for:

- conservancy managers and selected staff.

The duration of this workshop is:

- usually 4 days.

FOR THIS WORKSHOP, YOU WILL NEED THE FOLLOWING MATERIALS:

- ☐ 2 Flipchart stands, at least 2 flipchart paper rolls, and different coloured marker pens ('kokies')
- ☐ Hand-outs #1 – #31 (make sure there are enough copies for everyone and that they have been pre-punched with holes)
- ☐ Checklists #1 – #7
- ☐ Prepared Flipchart Sheets #1 – #4 (if you prefer to prepare them beforehand)
- ☐ Writing paper/notebooks, pens, pencils, and erasers for the participants
- ☐ A pack of small, lined index cards and Prestik
- ☐ A4 files and dividers (sets of 10)
- ☐ Stapler and staples
- ☐ Paper punch

ADDITIONAL RESOURCES:

- A copy of the NACSO-CESP document: A Guide to the Labour Act
- A copy of the Labour Act (No.11 of 2007)
- Several newspapers which show job vacancy advertisements
- 2 copies of an existing conservancy Staff Policy document
  (one to show the participants, and one for the trainer/facilitator to refer to)

The training content of this workshop should generally adhere to the following programme:

INTRODUCTION TO THE WORKSHOP

- Introducing each other and the workshop (approx. 1 hour)

SESSION 1

- Labour Law (approx. 4 hours)

SESSION 2

- Recruitment and Selection Process *(approx. 3.5 hours)*

SESSION 3

- Performance Management: staff appraisal *(approx. 4 hours)*

SESSION 4

- Staff Policies and Procedures *(approx. 1 hour)*

SESSION 5

- Disciplinary and Grievance Procedures *(approx. 4 hours)*

SESSION 6

- Development of Action Plans *(approx. 1 hour)*

CLOSE THE WORKSHOP

Review and Evaluation *(approx. 1 hour)*

TRAINING PROGRAMME

DAY 1

INTRODUCTION TO THE WORKSHOP (I hour)

OPENING ACTIVITIES (30 minutes)

TAKE NOTE:

- → Open with a prayer.
- → Introduce yourself.
- → Welcome the participants to the workshop.
- → Present the housekeeping and ground rules (see General Training Tips); write these up on a sheet of flipchart paper and display them for the duration of the workshop.
- → To open the workshop, conduct the following introduction activity with the participants.

INTRODUCTION ACTIVITY

Mapping out information

- Ask the participants to work out amongst themselves who has worked the longest to the shortest period of time in their conservancies, and to then form a line accordingly (starting with the longest to the shortest period of time).
- Once they have formed the line, ask each participant to state the following (start with the person who has worked the longest):
  - → Their name
  - → Their conservancy's name
  - → Their role in their conservancy
  - → How long they have worked in their conservancy
- Keep the process going until everyone has been introduced.

NOTE FOR PARTICIPANTS

Even though we will only look at some of the key aspects of staff management during this workshop, we shall be covering a great deal in a short time. However, there will be technical support available after the workshop to help you implement what you have learned here.

OBJECTIVES (15 minutes)

LIST

Write the **objectives** (see box below) of this training workshop on a sheet of flipchart paper. To save time, you may prefer to prepare this material in advance.

This will be referred to as Flipchart Sheet #1.

Flipchart Sheet #1

OBJECTIVES OF THIS TRAINING WORKSHOP

You will gain knowledge on the following topics:

- Labour Law
- Recruitment and Selection Process
  - Recruiting staff: job descriptions and job advertising
  - Selecting staff: Contract of Employment
- Performance Management: staff appraisal
- Staff Policies and Procedures
- Disciplinary and Grievance Procedures
- Development of Action Plans

EXPLAIN

Explain the objectives to the participants.

COMPETENCIES (15 minutes)

LIST

Write the **competencies** (see box below) of this training workshop on a sheet of flipchart paper. To save time, you may prefer to prepare this material in advance.

This will be referred to as Flipchart Sheet #2

Flipchart Sheet #2

COMPETENCIES OF THIS TRAINING WORKSHOP

People who receive training in this workshop will be able to:

- demonstrate knowledge and understanding of the Labour Law and how it applies to their conservancy;
- explain staff-related activities required by their conservancy;
- demonstrate knowledge and understanding of how to deal with staff issues;
- develop staff policies and procedures for their conservancy; and
- establish a plan to develop any job descriptions, contracts, staff management policies, etc. that are legally required but are currently not in existence.

EXPLAIN

Explain the competencies to the participants.

1

ASK

- Ask the participants to get together in pairs, and to then discuss the following question:

  Why is it important for conservancies to have good staff management practices in place?

  This should take about 10 minutes.

- Ask each pair to present their answers to the group.

CAPTURE

→ Record their answers on the flipchart under the heading: **Why is it important for conservancies to have good staff management practices in place?**

TAKE NOTE:

→ As you write the participants'answers on the flipchart, be sure not to repeat any points that have already been captured.

ADD

→ Add any of the points from the list below that have not been captured on the flipchart during the feedback.

We need good staff management to be in place in order to:

↳ ensure the conservancy complies with legal requirements;

↳ provide fair and consistent treatment of **all** staff;

↳ help supervisors handle and/or avoid staff issues;

↳ ensure that staff know their rights and responsibilities;

↳ attract, recruit, develop, motivate and retain good people; and

↳ obtain the best work performance from your most important (and costly) asset.

2

ASK

- Ask participants the following questions: **What do we mean by the term discrimination? Can you give an example?**

CAPTURE

→ Record the participants'feedback on the flipchart.

EXPLAIN

- It is very important that you are not discriminatory in your staff management practices, in any way.
- It is also very important that you actively seek to employ more women and people with disabilities wherever possible, and to ensure that nothing in your staff management practices disadvantages these people in the work environment.
- And, it is important that recruited staff meet the necessary criteria and have the necessary skills to perform the tasks required by the position.

Although these points are mentioned during the workshop in certain sessions, they should always be in the front of your mind and considered fundamental principles in everything your conservancy does with regard to staff management.

This will not only benefit the conservancy in terms of legal compliance, but you will also attract, recruit, train, develop and motivate the best possible people to achieve your conservancy's goals.

NOTE TO TRAINERS / FACILITATORS

WHILE TRAINING SESSION 1 AND 5:

As the information in Session 1 (Labour Law) is very factual, it is therefore very important that this information is relayed correctly as it deals with legal matters.
Likewise, as the information in Session 5 deals with legal issues relating to disciplinary measures and the grievance procedure, it therefore needs to be understood by participants in a well-defined, unambiguous manner.

It is very important that you check whether the participants have fully understood the meaning of the terms and concepts used throughout Session 1 and Session 5. Some participants will be unfamiliar with these terms and concepts, and may possibly not have direct translations in their local language. So take your time to explain each issue, one after the other and completely, before you move on to the next.

As Session 5 covers a great deal of complex material, it has been divided into sections which have time durations allocated to them. These time durations are a guide only, and they may need to be adapted as you deliver the training content of this manual.

SESSION 1

LABOUR LAW (APPROX. 4 HOURS)

TRAINERS/FACILITATORS

→ Please refer to the NOTE TO TRAINERS / FACILITATORS for guiding points regarding training SESSION 1 (at the end of the 'Introduction to this Workshop').

1

ASK

- What is the Labour Law?

EXPLAIN

The Labour Law is specific legislation which has been passed by the Namibian government to protect the rights of both employees and employers. The legislation for this purpose which is currently in effect is the Labour Act (No.11 of 2007).

WHERE TO GET LABOUR LAW RESOURCES

- A copy of the Labour Act (No.11 of 2007) can be purchased for N$ 25.00 from the Ministry of Labour and Social Welfare (at your local Labour Office). The text of the Labour Act (No.11 of 2007) can also be found at www.mol.gov.na
- As the Labour Act is written in legal words and phrases and is not always easy to understand, NACSO-CESP has therefore produced a document called 'A Guide to the Labour Act' which is written in more simple terms. Copies of this guide can be ordered from the Labour Resource and Research Institute in Windhoek (Tel: 061-212044).
- It is recommended that every conservancy obtains one or both of these documents to keep on file, so that they can be referred to for guidance and assistance when required.

TAKE NOTE:

→ Pass around examples of the two documents mentioned above so that the participants can become familiar with what they look like.

EXPLAIN

Once you have returned to your conservancy, you may wish to study the entire Labour Act. This is indeed worthwhile, but there is also an easier and more manageable way to use the Labour Act. For example, in our experience, if an issue arises only infrequently, it is best and easier to study the Labour Act in relation to that particular issue and only at the time it arises. You can also seek advice from your local Labour Office, Ministry of Labour and Social Welfare.

2

EXPLAIN

In this section, we will cover eleven key aspects of the Labour Act (pertaining to staff management) that conservancies need to know about for the day-by-day practice as an employer.

ELEVEN KEY ASPECTS OF THE LABOUR ACT (pertaining to staff management) CONSERVANCIES MUST KNOW ABOUT

TAKE NOTE:

→ As you go along, rather than just lecture the participants, ask them whether they are familiar with each aspect and discuss each aspect in a participatory way.

IMPORTANT

→ Be certain to correct any mistakes or clarify any ambiguity, and ensure that all material given below is covered in full.

ONE

Application of the Labour Act

The Labour Act provides for all employers and employees in Namibia, except the Namibian Defence Force, the Police Force, Central intelligence Service, and the Prison Service. Therefore, conservancies and their employees are subject to the law and must comply (be in accordance) with it at all times or face penalties and/or prosecution (e.g. fines and/or imprisonment). Should any non-compliance be discovered, the chairperson (supervisor) is the most likely person to be held liable on behalf of the conservancy.

TWO

Minimum conditions of employment: ***working hours***

A normal working week cannot be more than 45 hours. For example:

- 9 hours per day – a five-day week
- 8 hours per day for Monday to Friday, and 5 hours on Saturday – a five-and-a-half-day week

An employee is entitled to a one-hour lunchtime break after working continuously for 5 hours.

THREE

Minimum conditions of employment: ***overtime***

Unless it is part of their agreement (Contract of Employment), an employer cannot expect or permit an employee to work overtime. The maximum hours of overtime are 3 hours per day, and limited to 10 hours per week.

Overtime pay should be at least one-and-a-half times that of the employee's basic hourly/daily rate. Employees that work on a Sunday or a public holiday must receive twice their basic hourly/daily rate, or they can be paid one-and-a-half times their basic hourly/daily rate and a day off in lieu during the following week.
During each week, all employees must receive at least 36 hours of rest.

FOUR

Minimum conditions of employment: ***annual leave***

The minimum number of paid annual leave days depends on the number of days worked in a week.

Days worked in a week	Annual leave days per year
5.5	22
5	20
4	16
3	12
2	8
1	4

An employer may determine when annual leave can be taken, provided it is not later than 4 months after the end of the annual leave cycle.

TAKE NOTE:

→ Explain that the CC needs to agree and communicate their annual leave cycle (e.g. January – December).

Employers are not allowed to pay salary/wages in advance of annual leave being taken, except when employment is terminated.

FIVE

Minimum conditions of employment: *sick leave*

Employees are entitled to 1 day paid sick leave per month during their first 12 months of employment. Thereafter, it is calculated over a period of 36 months.

Days worked in a week	Working days sick leave per 36 months
5.5	33
5	30
4	24
3	18
2	12
1	6

ADDITIONAL INFORMATION

- Reinforce the importance of accurately recording employees' sick leave.

EXPLAIN

Explain that employers do not legally have to pay for days off on sick leave, unless the employee produces a medical certificate if they are absent for more than 2 days. However, this may be difficult to comply with in remote areas, and therefore the CC should decide whether they wish to adopt a more suitable policy.

SIX

Minimum conditions of employment: *compassionate leave*

Each employee is entitled to 5 fully paid working days per year if they have a serious illness or death in the family. However, 'family' only constitutes a child, spouse, parent, grandparent, brother, sister, mother-in-law or father-in-law – not the extended family.

SEVEN

Minimum conditions of employment: *maternity leave*

After being employed for 6 months continuously, women are entitled to 12 weeks' maternity leave: 4 weeks before the expected date of the birth, and 8 weeks thereafter.

The employer must be provided with a medical certificate indicating the expected date of birth before the employee takes her maternity leave. When she returns to work, she must provide an additional medical certificate which confirms the actual date of birth.

During maternity leave, the employment contract remains in effect and the employer must continue to pay any allowances and social security contributions etc. However, the employee must claim her basic wage from the Social Security Commission. Currently, the Social Security Commission covers 100% of the basic salary/wages, up to a maximum of N$10,000 per month for 3 months. It is the responsibility of the employee to comply with the requirements of the Social Security Commission in order to receive her maternity pay.

An employer may not dismiss an employee during maternity leave. Maternity leave may be extended by 1 month if the employee or baby suffers complications as a result of the birth, but the employee must submit a medical certificate as proof.

EIGHT

Minimum conditions of employment: *night work, work on Sundays and/or public holidays*

'Night work' means work performed between 8pm and 7am. Employees working during these hours must receive an additional payment of 6% of their hourly basic wage for every hour worked during that period.

Pregnant women cannot be expected to work at night from 8 weeks before the birth and 8 weeks after the birth.

Working on Sundays and public holidays is only allowed in certain cases – conservancy campsite/lodge staff would be included in this category. Generally, if conservancy employees are requested to work and they agree to do so (they cannot be forced to do so), then they have to be paid either:

- double their basic daily wage; or
- one-and-a-half times their daily wage, plus one off-day in the following week.

For staff engaged in tourism jobs, the fact that they are required to work on Sundays and/or public holidays should be stipulated in their Contracts of Employment (i.e. the employees agree to work on these days by accepting their Contract of Employment). They would receive the same as above for working on Sundays and/or public holidays.

NINE

Termination of employment

Notice of termination must be given in writing, and the employer must record the date, and specify the reasons why notice is given.

If for some reason the employee does not to remain in the workplace during the period of notice, the employer can pay the employee's remuneration that would have been received during the notice period.

A termination notice may not be given during leave.

Notice periods are as follows:

Employed 4 weeks or less	1 day
Employed 4 weeks up to a year	1 week
Employed over 1 year	1 month
Death of an employee	1 month

ADDITIONAL INFORMATION

EXPLAIN

Inform participants that an employee has the right to dispute the lawfulness or fairness of their termination, and that they may report their case to the Labour Commissioner within 30 days. Therefore, in the event of a conservancy considering terminating an employee's employment, the conservancy must be sure that the termination rules are followed and documented properly by contacting the local Labour Office (Ministry of Labour and Social Welfare), which will provide the necessary advice and guidance.

TEN

Unfair dismissal

No employer is allowed to dismiss an employee without a valid and fair reason, and without following the procedures set out in the Labour Act. Should an employee contact the Labour Commissioner to complain about their dismissal, it is the employer who must prove that the dismissal is valid and fair.

Employees may not be dismissed because of their gender, race, colour, ethnic origin, religion, creed (system of belief, principles, or opinions), social or economic status, political opinion, or marital status.

It is unfair to dismiss an employee on the following grounds:

- Disclosure of information that the employee is entitled to or required to disclose
- Failure/refusal to do something the employer cannot legally expect
- Exercising any rights given in the Labour Act or employment contract
- Membership of a trade union
- Participating in the formation of a trade union
- Participating in the lawful activities of a trade union

ELEVEN

Severance pay on termination of employment

An employer must pay severance pay to any employee who has completed 12 months of continuous service, and who:

- is dismissed;
- dies while employed;
- resigns; or
- retires at the age of 65 years.

This does not apply if the employee:

- was dismissed fairly due to misconduct or poor performance;
- unreasonably refuses to be re-instated; or
- refuses to accept employment on terms that are not worse than those before the termination.

Severance pay must be at least 1 week's remuneration for each full year of service.

The final payment to the employee must be made on or before the next pay day after the termination, and include the following:

- Pay due for work up to the last day of employment
- Severance pay (if applicable, and if the employee was employed for at least 12 months)
- Annual leave outstanding (*pro rata* for the year)
- Sunday and/or public holiday pay that is due
- Notice pay (if the employee is to be paid instead of working through the notice period)

The employer must also give the employee a Certificate of Employment, which must include the following:

- Employee's full name
- Employer's name and address

- Dates when employment started and ended
- Employee's job description
- Remuneration at the time of termination
- Reason/s for termination (if requested by the employee)

DISTRIBUTE HAND-OUTS and DISCUSS

→ Provide the participants with Hand-out #1, and discuss how to go about filling it in.

3 EXPLAIN

Once a conservancy is registered, it is recognised as a legal entity.
Because the conservancy employs people (game guards, community resource monitors, office staff, field officers and conservancy managers), it has certain responsibilities as an employer.

EMPLOYER / CONSERVANCY RESPONSIBILITIES WHEN EMPLOYING STAFF

These responsibilities are determined by the laws of Namibia and a conservancy has to comply with them.

A conservancy has to comply with regard to the following:

- Registering as an employer with the Social Security Commission and making regular payments
- Registering all employees with the Social Security Commission and deducting regular contributions
- Registering with and making annual contributions to the Employees Compensation Fund
- Assisting employees to register for PAYE and making the required payments
- Registering for and paying VAT (when legally required to do so)

EXPLAIN

Each employee is legally entitled to be registered with the Social Security Commission.
By being registered with the Social Security Commission, employees are then eligible for benefits such as maternity pay, sick pay, disability and injury compensation, death benefits, and State pension. The contribution each month is calculated according to what they earn. The employee has this amount deducted from their wages and the employer contributes the same amount. The employer then pays the Social Security Commission the total amount per employee on a monthly, quarterly or annual basis.

The employee and employer need to complete and submit the necessary forms to the appropriate government offices, and regular administrative procedures must be put in place.

Should an employee earn more than N$40,000 per year, that employee must be registered for pay-as-you-earn (PAYE) income tax.
The employer must then deduct the relevant PAYE amount from each month's wages; pay this amount to the Receiver of Revenue each month; and also complete records for the employee and Receiver of Revenue each year.

Each employee should be given a payslip every month.
This payslip must record what wages they have earned, any deductions made (e.g. social security contributions), and what they have actually received.
The conservancy should also keep filed copies.

4 SUMMARISE/LINK

EXPLAIN

In Session 1, we have looked at the key aspects of the Labour Act and their application in the conservancy context. In the next session we are going to look at the recruitment and selection process, which also has legal connotations. But before we do that, let us just take a moment to review our progress so far.

ASK

- Ask the participants the following question:

Which key aspects of the Labour Act did we cover together?

CAPTURE

→ List their responses on the flipchart under the heading: **Key aspects of the Labour Act.**

> **TAKE NOTE:**
>
> → Ensure that all the aspects discussed are mentioned and listed on the flipchart. Not the content, only the headings.

EXPLAIN

In Session 1, we have also talked about why it is important to comply (to be in accordance) with the Labour Act.

ASK

- Ask the participants the following question:

Who benefits from complying with the Labour Act?

CAPTURE

→ List their responses on the flipchart under the heading: **Who benefits from the Labour Act?**

EXPLAIN

> **TAKE NOTE:**
>
> → After the participants' responses have been captured on the flipchart, it is very important to emphasise that both the employer (conservancy) and the staff members benefit from complying with the Labour Act.

Who are the beneficiaries and how do they benefit?

- **It is beneficial for the conservancy:** complying with the law reduces the potential for staff issues to arise; and avoids costly and time-consuming labour disputes that can damage the reputation of the conservancy.
- **It is beneficial for the employee:** they will know that they are being treated fairly and lawfully.

SUMMARISE/LINK

Are there any questions before moving on to the next session?

TAKE NOTE:

If the conservancy is **not** registered with the SSC, you could recommend to:

→ schedule a one-day workshop for the CC and employees to explain the process of registering with the Social Security Commission, how to complete the paperwork, and how to set up the necessary administration.

SESSION 2

RECRUITMENT AND SELECTION PROCESS (APPROX. 3.5 HOURS)

1 **ASK**

- Ask the participants to consider the following question:

What is your understanding of a recruitment and selection process?

CAPTURE

- Write their responses on the flipchart under the heading:
  What is your understanding of a recruitment and selection process?

EXPLAIN

The CC needs to design a short, simple and transparent process that will enable the conservancy to review the applications of potential candidates and to select the best suitable candidate for the position.

- It is important to demonstrate consistency and fairness in the recruitment and selection (R&S) process. The way in which this process is carried out will determine how the conservancy is regarded by others. For example, if the conservancy seeks to employ women and/or people with disabilities, the conservancy will be regarded as professional and non-discriminatory.

- It is important that the CC handles the R&S process carefully. For example, the CC must establish whether there is anyone on the interview panel who is related to the candidate to be interviewed. Should this be the case, it is better that such persons excuse themselves from the interview panel.

- It is also important that the recruitment and selection process is handled in accordance with the policies of the conservancy. For example, the final decision on the appointment of the conservancy manager would be made by the CC. For staff positions below the manager level, the CC may delegate appointment powers to the conservancy manager.

2 **DISTRIBUTE HAND-OUT and DISCUSS**

- Provide the participants with Hand-out #8, and give a brief overview of the steps involved in the recruitment and selection process.

EXPLAIN

In keeping with Hand-out #8, we will now go through each of the steps involved in the recruitment and selection process in detail.

The first step is to **identify the vacancy**.

Identify the vacancy

EXPLAIN

If the vacancy is a new post, ascertain the following:

- Have the conservancy members authorised the post?
- Is there a budget for the salary and associated costs (e.g. social security etc.)?
- When will the post be available from (date)?

If it is an existing post, ascertain the following:

- Does the vacancy need to be filled, or could the tasks of this particular job be distributed amongst the responsibilities of existing positions?
- If it is necessary that this vacancy is filled, must it be exactly the same as before or could some key responsibilities be added/subtracted?

Write the job description

EXPLAIN

The second step is to **write the job description.**

ASK

- → Ask the participants to consider the following question:
  What is the purpose of a job description?

CAPTURE

- → Write their responses on the flipchart under the heading: **What is the purpose of a job description?**
- → Make sure that they have mentioned all four points in the list below, and add any that have not been mentioned.

The purpose of a job description is to:

- establish a shared understanding between the employer and the employee of the employee's role and responsibilities;
- provide clarity about who the employee reports to;
- document specific employee responsibilities with regard to money, vehicles, equipment, and whether they have staff reporting to them; and
- clearly define the qualifications and experiences required for the job.

EXPLAIN

- Each existing member of staff should have a job description.
- At the commencement of employment, the job description for every new employee must be thoroughly explained to ensure that what the job entails and what is expected of them is very clear.
- Each job description should be regularly reviewed and updated.
- With regard to new jobs, the job description must be written before anyone is employed.
  - → The CC must understand why a new post is needed and approve its establishment.
  - → The CC must identify what the job will entail and how it will affect the conservancy budget.
  - → The CC must determine the type of contract, salary and job title of the post must be decided upon.
  - → The CC must agree to and approve the job description.
- The job description should be used when advertising the job.
- It is recommended that the supervisor develops the job description.

DISTRIBUTE HAND-OUTS and DISCUSS

→ Provide the participants with Hand-out #2 and Hand-out #3.

→ Read through the hand-outs together, and discuss each in turn, with reference to the following:

EXPLAIN

a) The job description identifies how the recruited person will contribute to the overall objectives of the conservancy (key purpose of the role), and therefore what the main activities are that need to be fulfilled (key responsibilities).

b) The job description identifies who the key people will be that the recruited person will work with in the course of the job (key working relationships, internal/external). The job description identifies whether the recruited person should be given any equipment to enable the accomplishment of the job, or a budget or staff to manage (responsibility of resources).

c) The job description includes (under the person specification section) the minimum but essential requirements for the job. For example, the required qualifications (e.g. Grade 10); personal qualities (e.g. honesty, self-motivation); and skills (e.g. communication, team-working, problem solving, planning and organising).

d) With regard to new posts, developing the job description will also include thinking about the type of contract, salary and job title of the post. These components need to be approved by the CC; they will influence the advertisement for the post; and they will affect the Contract of Employment once the job holder has been recruited.

ACTIVITY

→ Split the participants into small groups and give each group a sheet of flipchart paper and pens.

ASK

→ Ask each group to identify a job that currently exists at their conservancy (or that is planned for the near future).

→ Then ask each group to prepare a job description for the one they have selected.

TAKE NOTE:

→ Make sure that the groups do not all identify the same job.

→ Tell them that each group will report back and share their job description so that the other participants can make suggestions for further improvement.

(Participants can keep their draft job descriptions for future reference.)

DISTRIBUTE HAND-OUTS and DISCUSS

→ Provide the participants with Hand-outs #4, #5 and #6, and discuss them together.

EXPLAIN

These hand-outs show how job descriptions can be written for a conservancy manager, a book-keeper, and a secretary. However, each conservancy's job descriptions for similar jobs may differ slightly, depending on the circumstances of each conservancy. It is necessary and important that job descriptions are clear about what the job entails in order to contribute to the conservancy's goals. The conservancy then recruits the right person to be able to do that particular job effectively. It is important to be aware of the potential for gender discrimination when writing job descriptions. Are we indirectly excluding women from doing that job by including requirements that may not be strictly necessary to be able to do the job? For example, there may be less women in the community with matching educational qualifications than men; or the job may require someone to be away from their home overnight, or responsibilities that require certain physical attributes. We should question whether these motivations are realistic and strictly necessary, and we should challenge our perception of 'perhaps only a male could carry out this role'.

SUMMARISE/LINK

We have looked at the purpose of job descriptions and how to write them. We have seen how important it is to have job descriptions in place, and how they can prevent staff issues from arising because of employees being unclear about what their job involves.

Are there any questions before we close the workshop for the day?

Close with a prayer.

TRAINING PROGRAMME

DAY 2

Open with a prayer.

REVIEW OF DAY 1 (APPROX. 40 MINUTES)

ASK

- Ask the participants to recall what was covered the previous day.

Each participant must share at least ONE learning point from the previous day.

CAPTURE

- Record the participants' input on the flipchart.

ASK

- Ask each participant to write down their answer to the following question:

What was the most significant thing I learned yesterday?

SUMMARISE/LINK

Are there any questions before we move on to the next step, advertising the post (job)?

1

Advertise the job

EXPLAIN

The third step is to **advertise the job (post).**

ASK

- Ask the participants to consider the following question:

Why do we need to advertise job opportunities?

CAPTURE

- Write the participants' responses on the flipchart under the heading: **Why do we need to advertise job opportunities?**
- Make sure that all the points in the list below are mentioned (add any points to the flipchart which are not mentioned):

We need to advertise job opportunities in order to:

- be transparent about letting the widest possible range of potential applicants know about the vacancy (i.e. avoid nepotism);

- → maximise the potential of letting the greatest number of possible applicants know about the vacancy in order to attract the best possible candidates; and
- → be accountable in terms of recruiting without using selective, discriminatory or unfair practices. For example, in the past, it may not have been the practice to employ women. But today, institutions cannot afford to ignore the potential talent that women can offer.

ASK

- Ask the participants to consider the following question:

How do we advertise a job vacancy?

CAPTURE

- → Write the participants' responses on the flipchart under the heading: **How do we advertise a job vacancy?**
- → Make sure that all the points in the list below are mentioned (add any points to the flipchart which are not mentioned):

We can advertise a job vacancy by:

- → broadcasting it on the local radio;
- → placing written adverts in the local/national newspapers or other print media;
- → displaying written adverts in prominent places in the community (shops, craft outlets, clinics, churches and schools);
- → adding written adverts to notice boards in the community; and
- → mentioning the job vacancy at public meetings (community meetings).

EXPLAIN

You will want to maximise the number of potential applicants your job vacancy advertisement reaches in order to have a good choice of suitable people to select from.

Where and how you advertise the job will depend on the type of person you are looking for:

- If you are looking for someone with a high level of educational qualifications and skills, there may not be many people locally who meet these requirements. Therefore, advertisements in local or national newspapers may be more appropriate, but they are very expensive.
- If you are looking for someone with the level of education and skills that are readily available locally, then a written notice displayed in places where many people (men and women) have the opportunity to see it may be sufficient.

EXPLAIN

While you are busy composing the job vacancy advertisement, it is necessary to include at least the following information *(more details may be included depending on the specific job)*:

- A brief outline of the conservancy
- Mention that the conservancy is an equal opportunity employer
- A brief description of the post
- If relevant, the expected duration of employment and anticipated commencement date
- Qualifications and competences required for the job

- Contact details (i.e. where to apply and to whom the application must be addressed)
- Whether a CV and/or cover letter and referees are required
- Closing date for applications

DISTRIBUTE HAND-OUTS and DISCUSS

→ Provide the participants with Hand-out #7, and discuss in detail.

TAKE NOTE:

→ After discussing Hand-out #7, share the newspapers amongst the participants, and ask them to spend some time finding job advertisements and looking at how they have been developed and presented.

SUMMARISE/LINK

In this step, we have looked at why it is important to advertise jobs, how and where to advertise them, and how to write a job vacancy advert that includes all the important information a prospective candidate needs to know. Are there any questions before we move on to the next step?

Sort and evaluate the applications

EXPLAIN

The fourth step is to **sort and evaluate the applications.**

As soon as the closing date has passed, collect all the applications. Together with the supervisor, sort through all of them and evaluate who meets the criteria (qualifications and skills stipulated in the job description and advert), and who does not.
Again, if someone does actually match the criteria, be mindful about not rejecting that application because of gender or disability. As it is recommended that only 4/5 candidates are interviewed for each post, you need to be able to measure how well each selected person matches the required criteria.
Once this has been accomplished, you can invite the short-listed candidates to attend an interview – be sure to specify the location, date and time.
For those who do not meet the criteria, send them a courteous rejection letter.

DISTRIBUTE HAND-OUT and DISCUSS

→ Provide participants with Hand-out #9, and discuss the process of designing a courteous rejection letter.

Interview the candidates

EXPLAIN

The fifth step is to **interview the candidates.**

Decide who will be on the interview panel.
Setting up an interview panel is important because it helps to avoid situations where there may be conflict of interests, and it also makes the process transparent. It is important that the panel is very clear about their role: whether they have the power to make the final decision or whether they need to communicate their recommendations either to the CC or to the conservancy manager/coordinator.
Try to keep the interview panel at a reasonable number of people (three to five people, maximum); otherwise the candidate may be overwhelmed.

The interviewing process:

Before the interview

- Each interviewer must familiarise themselves with each candidate's application.
- Agree to which aspects each interviewer will focus on.
- Agree on which questions each interviewer will ask (to avoid duplication).
- Decide on an interviewing order that works logically according to each interviewer's questions.
- Decide who will 'chair' the interview (i.e. introduction, managing the order, and closing the interview).
- If it should happen that certain individuals considered necessary for the interview panel are not good at interviewing, it should be suggested that they only observe during the interview and then participate later in the selection decision.

During the interview

- Remember, you want to find out as much as you can about the candidate to be able to judge whether he/she would be the right person for the job.
- Help the candidate to be as relaxed as possible.
- Ask open questions because this allows the candidate to do most of the talking. Closed questions tend to prompt yes/no or factual answers, resulting in little or no information gained from the candidate.
- Take brief notes of the candidate's answers to help you recall important details later.
- Because an interview is a two way process: you need to find out about the candidate, and the candidate needs to find out about the conservancy, the job, etc. Therefore, at the end of the interview, allow the candidate time to ask questions.

After the interview

- Immediately after each interview, all interviewers must review the candidate's performance while their memories are still fresh and accurate. They need to ask: What were this candidate's strengths, and what were the weaknesses?

Selection decision

EXPLAIN

The sixth step is to **decide who the best person for the job is**.

- Based on all the information after the interviews have been completed, a decision and selection of the best person for the post must be made, regardless of their gender.

- Then, the interview panel makes a recommendation to the CC or to the conservancy manager/coordinator (this will depend on the policies of the conservancy).
- Present the successful candidate with a written job offer.

DISTRIBUTE HAND-OUT and DISCUSS

→ Provide the participants with Hand-out #10, and discuss the example of a written job offer letter.

- Once the successful candidate has accepted the job in writing, send a courteous letter to the other short-listed candidates to notify them that they have not been successful.

DISTRIBUTE HAND-OUT and DISCUSS

→ Provide the participants with Hand-out #11, and discuss the example of a rejection letter for short-listed candidates.

SUMMARISE/LINK

In these two steps, we have looked at the interviewing process and the selection of the most suitable candidate for the job. For both processes, preparation is very important and your questioning skills need to be well-developed.

Are there any questions or concerns before we move on to the next step?

Contract of Employment

EXPLAIN

The seventh step is the **Contract of Employment**.

ASK

→ Ask the participants to consider the following question:

What is a Contract of Employment?

CAPTURE

→ Record the participants' responses on the flipchart under the heading: **What is a Contract of Employment?**

EXPLAIN

The employment contract is a legal document signed by the employer and employee, agreeing to the terms and conditions under which the person is employed.

ASK

→ Ask the participants to consider the following question:

Why are Contracts of Employment necessary?

CAPTURE

→ Record the participants' responses on the flipchart under the heading: **Contracts of Employment are necessary because:**

EXPLAIN

Contracts of Employment are legally binding on both sides (employee and employer), i.e. each party must comply with all the terms and conditions stated in the contract. Contracts of Employment therefore serve to protect the rights, by law, of both the employer and the employee. All employees are entitled by law to be given a Contract of Employment.

ASK

→ Ask the participants to get together in pairs, and to consider the following question:

What information would we expect to find in a Contract of Employment?

CAPTURE

→ Record the participants' responses on the flipchart under the heading: **What goes into a Contract of Employment?**

DISTRUBUTE HAND-OUT and DISCUSS

→ Provide the participants with Hand-out #12, and discuss in detail.

TAKE NOTE:

→ Explain to the participants that you are going to discuss each section of Hand-out #12 in detail together.

→ During this discussion, refer to the participants' feedback above.

EXPLAIN

The Contract of Employment should be prepared before the first working day of an employee's employment, so that it can be read, discussed, possibly amended and then signed on this first day.

Note: For employees who are already employed but who do not have a Contract of Employment, it is important that contracts for them are prepared, discussed and signed at the earliest opportunity.

Note: From time-to-time, a document called the conservancy Staff Policy will be mentioned. We will look at this document in more detail later on in the workshop.

HAND-OUT #12 DISCUSSION

Now, let us go through the sections of Hand-out #12 together.

a) CONSERVANCY INFORMATION & EMPLOYEE'S DETAILS

The first part of the contract must be filled in, indicating all the relevant conservancy information and the employee's personal details.

b) APPOINTMENT DATE AND POSITION

The job title (i.e. manager, treasurer, secretary, game guard, etc.) and the date the employee starts working for the conservancy must be filled in. Specify whether this is a long-term contract (i.e. no set end date) or whether it is a fixed-term contract (i.e. 2 years or 3 months, etc.).

These days, many businesses use fixed-term contracts because it is difficult to predict whether particular jobs or skills are needed indefinitely, or whether a particular position needs to change or be terminated sometime in the future. For CBOs, this may also be linked to a period of funding.

If the contract is fixed-term, the end date must be included, together with a sentence stating when the contract will be reviewed (should it be decided that the contract is terminated or extended).

c) REMUNERATION

Remuneration is the salary (the amount of money) the employee will be paid. If it is appropriate, whether the employee is to be paid in cash or by deposit into his/her bank account must be specified. Also included is the day of the month he/she will be paid (sometimes it is not at the end of the month).

d) WORKING HOURS

Working hours must be in compliance with the Labour Act, i.e. not more than 45 hours per week (but may be less). Information that pertains to the conservancy's policy on working hours and overtime, which must be in accordance with the Labour Act, must be included.

If the employee is engaged in tourism work and is therefore expected to work Sundays/public holidays, it must be stated clearly (as it could otherwise lead to staff issues/disputes later on).

e) PROBATION PERIOD

This is the period during which the conservancy assesses the employee's suitability for the job, and during which the employee can decide whether he/she wishes to continue working for the conservancy or not.
If, within the stated period, it is decided that the employee is not able to achieve the expected standard of performance, or the employee decides he/she does not wish to continue, one week's notice is required on both sides.

After the probation period, one month's notice of contract termination is normally required for someone who is paid monthly.

The probation period should be detailed in the conservancy Staff Policy. It is often only 3 months for jobs that require basic knowledge and skills, but often 6 months for jobs that require a higher level of knowledge, skill and responsibility.

f) LEAVE

The employee is entitled to twenty-two (22) working days leave per year. If the employee begins work part-way through a 'leave year', he/she may be granted some leave days, worked out on a *pro rata* basis. Thereafter, the employee will receive the full leave allowance, depending on the number of days per week that he/she works.

g) USE OF VEHICLES

This section is only included in the contract if it is intended that the employee uses a conservancy vehicle. If the conservancy has vehicles, then the policy regulating their use should be in the conservancy Staff Policy.

h) PROTECTION OF ORGANISATION INTERESTS

This is a standard paragraph which is included in most Contracts of Employment. It relates to confidentiality and specifies the employee's general liabilities and responsibilities regarding the protection of the organisation's reputation and good standing.

i) STAFF POLICY

This section informs new and already employed employees that they should read the conservancy Staff Policy document before signing any contract.

A copy of this document should be available for anyone to refer to at any time, including at the time that the contract is actually signed.

j) SIGNATURES

Finally, this is where the contract is signed: the person(s) authorised to sign on behalf of the CC (the 'employer' – usually the Chairperson), and the employee.

Note: The Contract of Employment and conservancy Staff Policy should always be presented to new employees on their first day of work. Employees should keep a copy of their Contract of Employment, and the originals should be safely filed in the conservancy records (preferably in a personnel file).

SUMMARISE/LINK

In this step, we have looked at what a Contact of Employment is, why we should have them in place, and what should be included in them.

Let us do a quick review of what needs to be included in a Contract of Employment.

TAKE NOTE:

- Ask the participants to mention the headings, not the content. Make sure that all the sections are mentioned.
- This should only take 10 minutes.

Are there any questions or concerns before we move on to the next step?

Induction process

EXPLAIN

The eighth step is the **induction process**.

ASK

- Ask the participants to consider the following question:

What do you understand by the term induction of a new employee?

CAPTURE

- Record the participants' responses on the flipchart under the heading: **We understand induction of a new employee to be:**

EXPLAIN

Induction is like an introduction. How quickly and how well a new employee performs depends on how much effort the conservancy puts into introducing the new employee to the job, as well as helping the new employee to settle into his/her job (at the start as well as the first few weeks).

A proper induction process helps the new employee to become familiar with:

- their colleagues;
- their new working environment;
- their role and responsibilities; and
- the conservancy.

Effective induction ensures that all new employees are received into the conservancy in such a way that demonstrates a caring institution that values its people. It helps new employees to develop a good relationship with their supervisor, the Management Committee, their fellow team members, and the communities with which they engage. It also develops loyalty towards the conservancy.

An effective induction process increases self-confidence, and often develops a high level of motivation. The amount of time taken to establish new employees into their work situations varies, and it depends on many factors. However, it is clear that many common elements exist, no matter how different the work situation may be.

The induction process aims to take account of all situations, and the supervisor or person responsible for personnel (we will refer to this person responsible as the 'supervisor' for the sake of easy understanding) can select a range of activities that best suit the requirements of the new employee and the conservancy. The supervisor has a key role to play in conducting an effective induction process. It is their support and guidance that will have a significant impact on the ease with which the new employee settles in, and gets 'up to speed'.

The art of providing good induction relies on the ability to build an effective working relationship that is built on trust and respect. This relationship benefits the new employee and the conservancy in terms of the quality of the new employee's performance and personal development, as well as the conservancy's reputation as a good employer.

ASK

- Ask the participants to consider the following question:

In your conservancy, what happens when someone new is employed?

CAPTURE

- Record the participants' responses on the flipchart under the heading: **What we do in our conservancy when someone is employed.**

EXPLAIN

The Conservancy Management Committee needs to draw up a policy for an induction process, which must be included in the conservancy Staff Policy.

Let us work through the stages of drawing up an induction process together.

STAGES OF THE INDUCTION PROCESS

STAGE ONE
PREPARATION DURING THE RECRUITMENT PERIOD

The supervisor's involvement at this stage is to ensure, prior to joining, that new employees have all the information required about the job and their first day. Even at this stage, they will begin to form an opinion about how good your conservancy actually is as an employer, and it is this perception that may affect how they settle in once they start. This is the time to plan and arrange activities, to ensure that their first 4 weeks are a smooth transition into the conservancy.

Objectives:

- Potential employee/s need to be kept informed of the progress of their applications during the recruitment period.
- New employees will be given accurate job descriptions during the recruitment period (i.e. these will be sent with their offer of employment).
- New employees will be given comprehensive reporting instructions.
- New employees will be given the supervisor's contact details for any questions they may have.
- New employees will be given a plan of events for the first day.

Checklist

- ☐ Arrange a private meeting space for at least the morning of the first day.
- ☐ Ensure that other employees are informed of the new employee's planned arrival (i.e. that a new member is joining the team).
- ☐ Prepare an agenda for the first day.

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #13; an example of the Day 1 Agenda.

- ☐ Prepare a work/training plan for the first 2 weeks, so that the new employee can be informed about what to expect, and that it can be agreed to.
- ☐ As appropriate, arrange the office space, facilities, and resources that the new employee will require to start work.
- ☐ Establish contact with the new employee.
- ☐ This may be a letter, a personal visit or a telephone call, which could follow the guidelines below:

  - ↳ Be personal and friendly.
  - ↳ Mention the agenda for the first day, or at least indicate what they can expect.
  - ↳ Specify where the new employee must go, and at what time.
  - ↳ Ask the new employee to bring any personal information or administrative requirements, such as identification, social security, driver's licence, and qualification certificates.

STAGE TWO
WELCOME – THE FIRST DAY

The supervisor should not overburden new employees with too much information or too many new faces. Concentrate on the basics and discuss expectations – yours and theirs.

Objectives:

- New employees will meet their immediate work colleagues.
- New employees will get to know their work surroundings.
- New employees will have the opportunity to check their understanding of what specifically their roles will be.
- New employees will discuss their work/training plan for the next 2 weeks.

Checklist

- ☐ Ensure that you are readily available when the new employee arrives.
- ☐ Ensure that you will not be interrupted for the initial welcoming period.
- ☐ Welcome the new employee – put him/her at ease.
- ☐ Discuss the activities in the context of the overall induction period. Explain that today is the first part of the induction process.
- ☐ Spend some time finding out about one another.
- ☐ Establish your role as the person who will provide help and support.
- ☐ Encourage the new employee to ask questions and raise any concerns. It may be useful to supply a notebook for him/her to make notes.
- ☐ Cover the essential paperwork for Personnel Administration:
  - ↳ If appropriate, complete a Social Security form.
  - ↳ Complete a Staff Profile form.

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #14; an example of the Staff Profile form.

- ↳ Obtain a copy of the ID, birth certificate, driver's licence (if relevant), and the social security card (if already registered).

- ☐ Discuss the conservancy's purpose/objectives with the new employee to provide a basic understanding of the context of his/her role and responsibilities. The new employee may feel uneasy about saying he/she has not understood, so make it easy for him/her to do so.
- ☐ Introduce the new employee to his/her new colleagues, as well as his/her work area/desk (if relevant).
- ☐ If appropriate, discuss the opportunity of the new employee 'twinning' or 'buddying' with another experienced member of staff during the following weeks. This helps the new employee to learn about his/her job, and about how the conservancy works. If possible, introduce the new staff member to this person (the 'buddy'). **(Note:** Choose someone who is a good role model.)
- ☐ Be as informal and friendly as is appropriate.
- ☐ Brief the new employee on his/her work/training plan for the next two weeks, and issue a copy. You may wish to give the new employee the opportunity to give input to the plan, where appropriate.
- ☐ Provide any documents you think may be useful for the new employee to read (this may add clarity and/or focus to his/her role), and allow some time for reading and reflection.
- ☐ Provide any resources the new employee may need (e.g. stationery, running costs, field equipment, etc.).

STAGE THREE
SETTLING IN DURING THE FIRST 2 WEEKS

During these two weeks, the new employee should be involved with tasks that contribute to the conservancy's purpose/objectives.

Objectives:

- The new employee will have a clearer picture of his/her role, including an ability to identify the requirements of the job and key relationships.
- The new employee will be able to explain where his/her role fits into the overall conservancy strategy and programme.
- The new employee will have someone from whom to seek guidance and help (i.e. the supervisor and/or the 'buddy').
- The existence of effective communication between the new employee and the supervisor (i.e. feeling of support, and ability to voice concerns and ask questions).
- The new employee will have a clear picture of what is expected of him/her.
- The supervisor will provide coaching for and feedback on any activity.

Checklist

- ☐ Give a detailed explanation of the new employee's roles and responsibilities, and explain working practices (i.e. policies and methods of working).
- ☐ Provide reinforcement and/or coaching for activities.
- ☐ Conduct a review at the end of each week.
- ☐ Arrange introductions and visits to key internal and external people, especially those key stakeholders the new employee will be interacting with in the future.
- ☐ Arrange an introduction and a short meeting with the Management Committee.

STAGE FOUR
BECOMING ESTABLISHED IN THE FIRST 4 WEEKS

(If appropriate; this depends on the level of the job – more senior level.)

Over the remaining 2 weeks of the induction period, the new employee should be consolidating the knowledge and understanding of his/her role: how it fits into the objectives and strategies of the conservancy, and how it relates to external stakeholders and partners.

Objectives:

- The supervisor will continue to have review meetings with the new employee, and provide feedback on his/her performance.
- The new employee will have an ever-clearer picture of what is expected from him/her.
- Effective communication will continue between the supervisor and the new employee.
- The new employee will have an insight into the larger CBNRM/conservancy programme.
- The new employee will have been introduced to working with conservancy practices and principles, and key initiatives.

Checklist

- ☐ Continue to conduct an informal weekly progress review to continue the understanding of what is expected of the new employee.
- ☐ Provide plans for each week, and give clear objectives.
- ☐ At the end of this stage, jointly agree on a three months' work plan with the new employee.

SUMMARISE/LINK

In Session 3, we learned about the various stages of the recruitment and selection process.

ASK

- ➜ Ask the participants the following question, and conduct a brief review of the steps (only the headings – not the content):

What are the steps involved in the recruitment and selection process?

Do you have any questions or concerns about the induction process that we should address before we close the workshop for the day?

Now that we have completed this session, please remember to use Checklist #1 and #2 as guides during the recruitment and selection process, and the induction process.

Close the day with a prayer.

TRAINING PROGRAMME

DAY 3

Open with a prayer.

REVIEW OF DAY 2 (APPROX. 40 MINUTES

ASK

- Ask the participants to recall what was covered the previous day.

Each participant must share at least ONE learning point from the previous day.

CAPTURE

- Record the participants' input on the flipchart.

ASK

- Ask each participant to write down what they will:
  - STOP doing;
  - START doing; and
  - CONTINUE to do.

SUMMARISE/LINK

Are there are any questions before we move on to the next session?

SESSION 3

PERFORMANCE MANAGEMENT: STAFF APPRAISAL (APPROX. 4 HOURS)

1 EXPLAIN

Your conservancy's most important asset, its key resource, is the people who work for the conservancy. How capable and motivated they are determines how well your conservancy achieves its purpose, and, importantly, how your members, partners and potential donors view your conservancy.

A conservancy needs to actively manage the performance of all staff to get the best from them, and to succeed in reaching the conservancy's goals.

The implementation of a staff appraisal system is a major tool for achieving the following aims:

- improving performance, and developing knowledge, skills and a positive attitude to work;
- encouraging open and honest communication between the supervisor and the employee; and
- providing the means for every employee to develop their capabilities and thus maximising their potential.

ASK

- ➔ Ask the participants to consider the following question:

What do you think are the main purposes of a staff appraisal?

CAPTURE

- → Record the participants' responses on the flipchart.
- → (Make sure that they have mentioned all five purposes in the list below, and add any that have not been mentioned.)

A good staff appraisal system has the following five purposes:

- → Gather information about the skill and potential of staff members
- → Assess the performance of staff members
- → Inform staff members about how well they have performed
- → Assess areas for future staff training and development
- → Enable staff members and supervisors to discuss personal, team and conservancy objectives

ASK

- ➔ Ask the participants the following question:

How might performance management be of benefit to your conservancy and its staff?

CAPTURE

- → Record the participants' responses on the flipchart.
- → (Make sure that they have mentioned all four benefits in the list below, and add any that have not been mentioned.)

A good staff appraisal system has the following four benefits:

→ Improves staff **performance** by revealing problems that may be restricting progress

→ Provides **information** in order to develop a conservancy level training/development plan for staff members

→ Improves **communication** by allowing staff members and managers to discuss future objectives, priorities and activities, and to discuss problems before they become bigger staff-related issues

→ Contributes towards good staff **motivation**

→ Increases staff members' feeling of **ownership** of the aims, goals and responsibilities of the conservancy

EXPLAIN

Staff appraisals enable the individual staff member to know the following:

- How well he/she is doing
- The areas where he/she can improve
- What assistance he/she requires in order to improve
- His/her objectives for the future (either short- or long-term)
- What activities he/she can undertake to achieve these objectives

2

EXPLAIN

Implementing an appraisal system is a process that involves a number of key steps. Before we look at these steps, let us briefly identify the principles that underpin the staff appraisal system:

- The CC needs to produce a Staff Policy document, and needs to agree on the appraisal period(s) (i.e. 3, 6 or 12 months).
- The supervisor should, throughout the year, conduct regular reviews with the individual staff members (i.e. what they have achieved, what they are doing well, and where they might improve their performance). For some roles, it may be appropriate to do this monthly, but it should be done at least quarterly. This way, staff will feel motivated to do more of what they are good at, and they will have an opportunity to work on improving areas where they are less strong – this is especially useful if they have been helped with specific ideas about how they might be able to do things differently.
- Formal discussion should not be restricted to yearly or twice-yearly events.
- The performance factors against which staff members are being measured must be made clear to them, in order for them to understand what is expected of them.
- For some supervisors, writing a staff member's appraisal and meeting with him/her to discuss it may be new and challenging, but it does become easier with practice. An important approach to take is to know that this is a process that will help staff members to do their job better and that it will build their potential – it is not about creating an opportunity to punish or treat people disrespectfully.
- It is useful to take notes of some of the key points raised during a review meeting, as eventually these will be incorporated into a formal document (the Staff Appraisal form). These notes will help to recall the points which were raised, making it easier to compile the Staff Appraisal form, as well as assuring accuracy and the use of specific examples, in such a way that comments/ratings are reinforced.

EXPLAIN

Now, let us look at the key steps involved in implementing an appraisal system.

STEPS INVOLVED IN IMPLEMENTING AN APPRAISAL SYSTEM

STEP ONE
PREPARATION

Before the appraisal meeting, the supervisor should carry out the following preparation:

- The supervisor should familiarise him/herself with the employee's job description and work plans for the period in question.
- The supervisor should solicit the views of other people who have worked with the employee in order to be aware of work the employee has done well, as well as his/her shortcomings.
- The supervisor should review his/her notes from previous meetings with the employee.
- The supervisor should remind the employee that the appraisal is due and suggest a date and time. The employee should be given the Personal Review form to complete (this will help the employee to think about his/her performance over the appraisal period in question before the meeting).

DISTRIBUTE HAND-OUT and DISCUSS

→ Provide the participants with Hand-out #15, and discuss the Personal Review form.

SUMMARISE/LINK

Are there any questions about preparation before we move on to step two?

STEP TWO
COMPLETING THE STAFF APPRAISAL FORM

DISTRIBUTE HAND-OUTS and DISCUSS

→ Provide the participants with Hand-out #16. Discuss the sections of the Staff Appraisal form template according to the relevant information below, and show the participants how the template needs to be filled out.

→ Provide the participants with Hand-out #17. Explain each Performance Factor.

EXPLAIN

Performance Factors

- Technical Standards are those competences that are specific to the staff member's role. For example, a game guard would need to have the knowledge and skills to use the Event Book System, and to deal with a problem animal situation. Use the staff member's job description to determine several key roles that are relevant to this section, and then add them to the list.
- For Management and Professional Standards, cross out any that do not apply. For example, some jobs may not require any financial administration duties, so it would therefore not be appropriate to comment on that staff member's financial capabilities because you do not have any evidence of their performance regarding financial administration.

Take note that these are generic lists, and you may find that some aspects are not particularly relevant to your conservancy. However, you might also find that some aspects are not included which are important to the way you want your conservancy to operate – these aspects would therefore be related to staff performance. If this should be the case, you need to amend the list of Performance Factors. Remember, you also need to communicate the Performance Factors to your staff, so that they fully understand what performance criteria they are being evaluated against.

Performance Rating

For each of the Performance Factors in the left-hand column, using the information you have gathered, you need to judge and make a decision about whether the staff member's performance in each category was excellent, good, or weak.

Excellent	1	The staff member often achieves much more than expected, and does even better than you would require or expect from him/her regarding this factor.
Good	2	You are satisfied that, more often than not, the staff member meets the standard and requirements you expect of him/her regarding this factor. Occasionally, he/she does better than you expect.
Weak	3	The staff member frequently disappoints you by the standard of his/her performance, and therefore needs to improve regarding this factor.

To make your judgment as objective as possible, you need to think of specific examples pertaining to each factor. It is also important to make a note of these examples so that you can illustrate why you gave the ratings when you meet with the staff member. It could also help to have another staff member in mind who you consider 'good' at a particular factor, and to then measure the staff member being appraised against that person. Ask yourself, "Is this staff member as good?" If not, consider what he/she is not doing as well. If this staff member is better, consider what is being done in addition. Having your specific examples to discuss with the staff member will help him/her to understand, and the staff member will be less able to challenge you in the next step of the process.

Needs Status

Having assessed how you rate performance, now think about whether each factor is key to the staff member doing his/her job well, and is it therefore necessary to develop that particular capability further? If the staff member needs skills for a particular factor, then cross (×) that factor in the column under 'Needs Status'. Accordingly, and if necessary, add any relevant comments thereafter, for example, recommend a strategy and timeframe for training/ developing that particular factor.

If the staff member has the skills needed for a particular factor, then tick (✓) that factor in the column under 'Needs Status'.

General Comments

Make reference to particular strengths/achievements the staff member has demonstrated during the appraisal period. Highlight where improvement is needed, and suggest a plan of action to address these improvements.

Overall Performance Rating

Finally, you need to decide on the overall rating for the staff member. Look at the ratings for each factor: are there more 3s (weak), 2s (good), or 1s (excellent)? If you have an equal amount of each, look at the factors that are MOST important to this particular job and what rating you have given those. Write the overall rating in the first section on the first page of the Staff Appraisal form.

ACTIVITY

ASK

- Ask the participants to complete the Staff Appraisal form template, as if they were a supervisor evaluating themselves.

> **TAKE NOTE:**
>
> - Explain to the participants that as no one will be looking at their appraisals, they should try to be honest and realistic about their own performance.
> - They should try to substantiate the ratings they give themselves with explanatory comments or examples.
> - This exercise helps the participants to understand the different sections of the Staff Appraisal form, and it gives them a chance to experience how easy or difficult it might be to conduct an appraisal of a staff member.

EXPLAIN and CAPTURE

Let us review how difficult or easy you found it to conduct an appraisal of someone you know quite well – yourself!
Even though all the information in your appraisals remains confidential, it will be useful to hear about what you found difficult and why, as well as whether any questions arose and what you experienced while completing the form.

Let us work through a few questions together.

ASK

- How would you describe your overall experience of completing the Staff Appraisal form?
- What did you like or not like about completing the Staff Appraisal form?
- What did you find difficult or easy about completing the Staff Appraisal form?
- What questions has completing the Staff Appraisal form raised for you?
- Were you able to easily differentiate between the ratings 'weak', 'good' and 'excellent'?
- Were you able to provide examples to substantiate your ratings?
- Were you able to easily differentiate between the different Performance Factors?

SUMMARISE/LINK

Are there are any questions about completing the Staff Appraisal form before we move on to step three?

STEP THREE
CONDUCTING THE APPRAISAL MEETING

EXPLAIN

This is an important meeting. It can influence the relationship between the supervisor and the staff member (for better or worse), and it can make a real difference to the staff member's motivation and performance.

This meeting must be prepared for and handled professionally, so in order to achieve this we will look at some key points, which need to be remembered:

- Ensure that you have a suitable location for the appraisal meeting (i.e. it should be private and allow you to conduct the meeting uninterrupted).
- Allow at least 45-60 minutes for the appraisal meeting.
- Check that you have all your paperwork (e.g. Staff Appraisal form and notes, and the staff member's job description). The staff member should have completed his/her Personal Review form.
- Create as relaxed an atmosphere as possible. During the introduction, explain the purpose of the appraisal meeting and how long it might take. Point out that it will be a collaborative process – you will each have input to the Staff Appraisal form.
- Begin by asking the staff member to talk about how he/she saw his/her performance during the appraisal period. Encourage the staff member to discuss achievements; any changes that may have affected his/her performance, either positively or negatively; how content he/she is with the role; and what opportunities he/she has identified for his/her own development.
- Where the staff member's assessment matches your own, acknowledge this and perhaps even reinforce the point (if it represents good performance that you wish to encourage him/her to continue demonstrating).
- Where the staff member's assessment does not match your own, you will need to point this out and explain why your assessment differs. This is where having specific concrete examples will help you. If the example is accurate and factual, it cannot be disputed. Also, it can put the point in context and help the person to understand why his/her performance was not up to standard.
- People also often underrate themselves, so by giving examples of when you thought the staff member's performance was better than he/she estimated, you need to highlight the performance you want to see repeated.
- Until you are familiar with this process, you may need to go through the Staff Appraisal form, factor-by-factor, and discuss each rating, needs status, and comment in turn. With practice, you can develop a more free-flowing conversation that covers each point more naturally.
- If there are points on which you do not agree, note this on the Staff Appraisal form, and then have it signed by both of you. This signing confirms that the appraisal has taken place, and not that the member of staff agrees to everything written and discussed.
- Remember to discuss outputs and activities for the coming period and, where appropriate, ensure they are carried through into the staff member's work plans.
- Be sure that you listen to and note any suggestions the staff member has for improvements that may make his/her role and/or the conservancy's role more effective. You may even wish to ask what you might do to be an even more effective supervisor.
- Agree to any specific action points for either of you that may have come out during the discussion. Make sure these are carried out, and that progress is reported back at your next meeting.
- Close the meeting. Thank the staff member for his/her efforts during the appraisal period, and for meeting with you. If appropriate, mention how much you value the staff member, and that you look forward to working with him/her in the coming year. Let the staff member know when you will get back to him/her to report on any action points you have taken away from this meeting.

ACTIVITY

EXPLAIN

Let us imagine that we have completed steps 1 and 2 in the appraisal process (preparation, and completing the Staff Appraisal form), and that we are now about to conduct an appraisal meeting with a member of staff.

Appraisal forms have been completed for fictitious staff members: a manager, a secretary, and a book-keeper. Divide participants into three groups (each group represents the three job positions above: manager, secretary and book-keeper).

DISTRIBUTE HAND-OUTS

→ Provide each group with Hand-out #27, # 28 and #29, respectively.

→ Two volunteers are needed per group – one to role-play the 'supervisor' and one to role-play the 'staff member'.

→ The rest of each group must watch and listen, and then give feedback to the 'supervisor' as to what he/she did well and what he/she could do better.

→ Clarify that it is the 'supervisor' who is practising his/her skills and needs feedback – NOT the person acting as the 'staff member'.

TAKE NOTE:

→ Give the 'supervisor' and 'staff member' a few minutes to prepare. If relevant, tell the 'supervisor' that as there is not sufficient time to role-play a full appraisal meeting, he/she should choose 3 or 4 Performance Factors to discuss and to do an appropriate opening and closure of the appraisal meeting.

→ Observe the activities carried out in the three groups so that you can highlight good points later.

→ Encourage the observers to give the 'supervisor' specific feedback on what was done well or could be improved upon.

→ It is not necessary to give the 'staff member' feedback because he/she is merely acting the role.

FEEDBACK

ASK

- What did you think was effective in your group's role-play, and/or what did not go well?
- How confident are the 'supervisors' regarding conducting an appraisal meeting for real?

SUMMARISE/LINK

Are there are any questions about conducting an appraisal meeting before we move on to step four?

STEP FOUR
AFTER THE MEETING

EXPLAIN

The supervisor needs to fulfil the following tasks after the appraisal meeting has been conducted:

- File the Staff Appraisal form and Personal Review form in the staff member's personal file. Give him/her a copy, if asked for.
- Implement any action points you collected during the appraisal meeting, especially any training/ development activities you agreed upon.

- Personally review the whole process by asking and answering the following:
  - → What went well?
  - → What could you do differently next time?
  - → Where could the process be improved?

SUMMARISE/LINK

In Session 3, we have looked, in general, at performance management and, in particular, at how to conduct a staff appraisal. We investigated the benefits of having such a system in your conservancy, and what steps the staff appraisal system involves. Appraising staff becomes easier with practice, and implementing the system builds the skills of the supervisor as well as the staff member.

Now that we have completed this session, please remember to use Checklist #3 as a guide during the staff appraisal process.

Are there any questions before we move on to the next session?

SESSION 4

STAFF POLICIES AND PROCEDURES (APPROX. 1 HOUR)

1 ASK

→ Ask the participants to consider the following question:

What is a staff policy and why do we need one?

→ Give each participant an index card and ask them to write their answer(s) on the card.

→ Ask for volunteers to come to the front to share their answer(s) with the group.

→ Then, stick the index cards on to the flipchart, and build on the participants' comments to reinforce the meaning and importance of a written Staff Policy document.

EXPLAIN

A conservancy Staff Policy documents (describes) the terms and conditions under which every staff member is employed.

Let us look at a few aspects which pertain to a Staff Policy:

- The advantage of having a Staff Policy is that employees understand their rights and obligations, and that they are also familiar with those of their employer (the conservancy).
- A Staff Policy guides supervisors in managing their staff fairly and consistently – reducing the potential of conflict and bad feelings.
- A Staff Policy should reflect the conservancy's aim to provide equal opportunities and treatment for both men and women, and none of the policies or procedures should discriminate against gender, religion, tribe, etc.
- A Staff Policy should include the conservancy's Policy on HIV/AIDS.
- The Staff Policy document must reflect and deal with real-life situations that will arise in Namibian conservancies, both generally and within the context of the specific conservancy. (There is no point including policies and procedures that will never have any relation to circumstances on the ground.)
- When a Staff Policy is initially introduced, it may be short and simple.
- But as the number of staff grows and staff issues arise, more needs to be included in the document in order to address the various circumstances that occur. Therefore, it is important that the Staff Policy is regularly reviewed and updated, and staff must be informed of any changes and additions.

TAKE NOTE:

If the conservancy **does not** have an HIV/AIDS Policy in place, you could recommend to:

→ schedule a workshop for the CC and employees, which will be facilitated by an HIV/AIDS specialist, to assist them in developing their own HIV/AIDS Policy.

DISTRIBUTE HAND-OUT and DISCUSS

→ Provide the participants with Hand-out #18, and explain that it is a list of the typical content topics for a Staff Policy document.

ACTIVITY

- Divide participants into small groups.
- Allocate one Staff Policy content topic listed in Hand-out #18 to each group.
- (If there are only a small number of participants, each individual can be given one content topic to consider – or 2, or more).
- Each group should work together to formulate draft text for their allocated content topic, outlining policies and procedures (activities to implement policies) that they believe to be relevant for sound staff management in the conservancy context (and based on their own experiences, as appropriate).

NOTE: This activity may take some time.

FEEDBACK

- Each group should now present their draft Staff Policy content topic text.
- During each feedback presentation, the participants should be encouraged to provide their own inputs and comments.

CAPTURE

- On separate sheets of flipchart paper, record each agreed-upon finalised text summary under each one's appropriate heading.

TAKE NOTE:

- If time is an issue, and if in reality the participants actually know about a Staff Policy but it is not being implemented, then:

Ignore the last exercise, and instead:

- Conduct a group discussion on why the Staff Policy is not being implemented and what the participants can do about it.

---

2 SUMMARISE/LINK

In this session, we have looked at the content topics usually found in a conservancy's Staff Policy document. We have also worked together to formulate policies and procedures for each content topic – using our own conservancy experiences to do so.

Let us now quickly review what we have covered in this session.

ASK

- Ask the participants the following question:

How does having a Staff Policy document benefit both the conservancy and the staff?

CAPTURE

- Record the participants' answers on the flipchart.

ASK

- Ask the participants the following question:

What are the content topics that should be included in a Staff Policy document?

CAPTURE

- Record the participants' answers on the flipchart.
- Check the list against Hand-out #18, and add any topics that are not mentioned.

SUMMARISE

In the following session, we are going to look at disciplinary and grievance procedures.
Are there any questions before we move on to the next session?

TAKE NOTE:

- Should it transpire that some (or all) participants need to begin formulating a draft Staff Policy document on their return to their conservancies, you need to discuss with them (each individual conservancy) how this process should be taken forward:
  - Who writes up the draft Staff Policy document at each conservancy
  - When and how it will be approved by the CC
  - How the final version should be communicated to staff

SESSION 5

DISCIPLINARY AND GRIEVANCE PROCEDURES (APPROX. 4 HOURS)

TAKE NOTE:

→ Refer to the NOTE TO TRAINERS/FACILITATORS for guiding points regarding training SESSION 5 (at the end of the 'Introduction to this Workshop').

→ This topic raises much discussion, so you will need to be mindful of time constraints. However, only move on to a new section in this session when you are sure that the content you have just conveyed has been fully understood by all participants.

1 **EXPLAIN**

When staff members are doing their jobs properly, and the conservancy management is satisfied with staff performance, the conservancy management will not spend time, energy, money and resources dealing with managing staff issues and conflict. This is the ideal, but in reality, wherever different people are working together there will be times when conflict arises, and it has to be dealt with.

The moment a problem arises, provided that the problem is not a very serious one (e.g. does not involve a criminal offence), the best strategy is usually to speak informally with the employee in question (or group of employees, if applicable) to try to discover why the incident of misconduct took place, or why job-related performance is not of a satisfactory standard, or why his/her ability to do contracted tasks is compromised in some manner.

! It is very possible that in the course of such an informal discussion it becomes clear that the employee is not aware of his/her shortcomings, or their degree of severity.

! It may also become apparent that the supervisor is not aware of an individual's circumstances which are having an impact on his/her ability to do his/her job properly. For example, a woman may be the sole carer of a sick child or elderly relative, which has a temporary impact on her attendance. It may also transpire that, in fact, it is the employee who has an issue with (for example) poor management, unfair working conditions, or another hostile colleague, as opposed to the employee being responsible for instigating conflict.

Dealing with different people – who all have different living circumstances, needs and problems – involves tact and understanding. It also requires that the supervisor maintains confidentiality and a sense of proportion. Employing these skills will often diffuse a difficult situation before it escalates into a full-blown conservancy management problem. Holding regular team meetings and meetings with the whole staff complement is also effective. This is effective because it communicates information to staff members, ensuring that everyone gets the right message; and it gives staff members the opportunity to raise issues with or inform the CC of matters they might not be aware of. During these meetings, topics of dissatisfaction can be raised and dealt with before they escalate into conflict situations and staff de-motivation.

Later on in this session, we will look at informal counselling measures and dealing with grievances informally when we address staff incompetence (Section Three), and the grievance procedure (Section Five).

As this session covers a great deal of complex material, it has been divided into five sections.

2

SECTION ONE

What is a conservancy's Disciplinary Code and Procedures Policy (DC&P)?

(approx. 2 hours)

TAKE NOTE:

→ The DC&P is part of the Staff Policy and not a separate document.

EXPLAIN

The CC is responsible for the maintenance of discipline, the promotion of a stable work environment, job security, and the fair and equal treatment of all employees, be they male or female, able bodied, or have some form of disability. All levels of management will therefore maintain discipline when necessary.

- The Disciplinary Code and Procedures Policy (DC&P) forms an integral part of the Contract of Employment between the conservancy and each employee. It applies to all employees of the conservancy and is implemented, without exception, when disciplinary action is necessary, including the dismissal of an employee as a result of inappropriate behaviour, poor performance or inability to do the job.
- The purpose of the DC&P is to encourage good conduct amongst all employees, which is to the advantage of – and for the safety of – each individual, as well as for the promotion of the conservancy's objectives. It is designed to promote and maintain the conservancy's standards and code of conduct, and is not just a tool to punish an employee.
- When dealing with staff disciplinary cases, it is necessary to comply with strict legislative procedures to protect the interests of the individual(s) and the conservancy. Should a supervisor fail to do so, he/she may be liable to court proceedings and potential fines on behalf of the conservancy.
- It is therefore recommended that if you need to instigate disciplinary procedures against your employees, you must follow a DC&P (outlined below). Should you have reached a stage of final warnings and/or dismissal, it is important to know that you can also seek advice and support from your local Labour Office. The Labour Office staff members are most helpful, especially if you involve them early in the case (rather than getting them involved only once a decision has been taken and an employee has already been informed of that outcome).

EXPLAIN

Now we shall look at the three different categories of the Disciplinary Code and Procedures Policy.

CATEGORY 1

Misconduct

This is when an employee does not behave in an acceptable manner.

ASK

→ Ask the participants the following questions:

a) **What incidents are you aware of in the conservancy where a member of staff has done something unacceptable?**

b) **How was that situation dealt with?**

→ In a plenary discussion, ask the participants to talk about the above questions in their conservancy context, where an employee was accused of misconduct, and what action was taken.

CAPTURE

- Record the participants' responses on the flipchart under the heading: **Misconduct.**
- Briefly summarise the misconduct in a column on the left-hand side, and then write the action that was taken in a column on the right-hand side.
- This may take some time.

> **TAKE NOTE:**
>
> - Remind participants of the need to maintain confidentiality when discussing sensitive matters such as discipline.

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #26.

EXPLAIN

Hand-out #26 goes into more detail regarding the type of offences that might occur that are included this category (Schedule of Offences). This Schedule of Offences provides a good guide for establishing whether an employee's behaviour warrants disciplinary action, and what type of action might be appropriate. The Schedule of Offences list is not exhaustive, so it can be added to if the CC thinks it appropriate to do so.

CATEGORY 2

Incompetence

This is where an employee's job performance does not attain or maintain an acceptable standard.

ASK

- Ask the participants the following questions:
  a) **Recall an incident at your conservancy where an employee's work performance was not of an acceptable standard (i.e. was he/she incompetent in some respect?)**
  b) **How was that situation managed/resolved?**
- In a plenary discussion, ask the participants to talk about some situations they have had to deal with in the conservancy where an employee's job-related performance was not of a satisfactory standard.

CAPTURE

- Record the participants' responses on the flipchart under the heading: **Incompetence.**
- Briefly summarise the incompetent behaviour in a column on the left-hand side, and then write the action that was taken in a column on the right-hand side.
- This may take some time.

> **TAKE NOTE:**
>
> - Remind the participants of the need to maintain confidentiality when discussing sensitive matters such as discipline.
>
> ---
>
> - Explain to the participants that:
>
>   Depending on the circumstances of each and every case of misconduct or incompetence, any of

a number of sanctions (actions) may be applied to any breach of the DC&P (these will be addressed in Sections Two and Three).

CATEGORY 3

Incapacity

This is where an employee is unable to carry out the duties he/she is contracted to undertake because of sickness or injury.

ASK

- Ask the participants the following question:

Has your conservancy had to deal with a situation relating to an employee who is unable to do his/her job properly due to sickness or injury?

- In a plenary discussion, ask participants to talk about a few situations they have had to deal with in the conservancy where an employee was unable to carry out his/her duties satisfactorily due to his/her health.

CAPTURE

- Record the participants' responses on the flipchart under the heading: **Incapacity**.
- This may take some time.

TAKE NOTE:

- Remind the participants of the need to maintain confidentiality when discussing sensitive matters such as discipline.

EXPLAIN

It is critical to remember that incapacity may be caused by factors beyond the employee's control, and does not therefore really relate to discipline. However, since it does affect a person's ability to fulfil their contractual obligations, it does have to be addressed and therefore falls under the DC&P. If the cause of someone not being able to do their job to an acceptable standard is due to an HIV/AIDS-related condition, then the conservancy should have an HIV/AIDS Policy in place, which should be followed in this particular case.

3

SECTION TWO
Dealing with employee misconduct

(approx. 1 hour)

GUIDING PRINCIPLES FOR DEALING WITH EMPLOYEE MISCONDUCT

EXPLAIN

There are a few guiding principles we should keep in mind when dealing with employee misconduct, as well as actions that may be taken in response to it:

- Disciplinary action should, in the first instance, be educational (i.e. should point out what conduct is not acceptable). It should also be corrective (i.e. the staff member should be made aware of how their conduct should be modified in the future).
- Punitive action (i.e. giving final warnings or instituting a dismissal) should only be taken when earlier steps have proven ineffectual.
- Similar offences committed in similar circumstances should be treated equitably through the application of similar penalties (i.e. the same treatment should be dealt to all employees).
- Since every disciplinary system depends on human judgement, errors will occur; therefore an appeal system is an integral part of the code.

SANCTIONS THAT CAN BE TAKEN

ASK

→ Ask the participants to consider the following question:

What type of action (sanction) can the conservancy take against an employee who has done something wrong (i.e. has been accused of misconduct)?

CAPTURE

→ Record the participants' suggested forms of sanction on the flipchart.

→ Draw a line down the centre of the sheet of flipchart paper.
Write the heading Sanction at the top of the left-hand column, and Misconduct at the top of the right-hand column.

→ As the participants suggest forms of sanction, write these in the left-hand column. (Make sure all the sanctions listed below have been mentioned – add any which have not.)

→ Once the Sanction column is complete, write the participants' suggested forms of misconduct each particular sanction should apply to.

TAKE NOTE:

This exercise will produce a table containing the **bold-typed** information below.

REFER TO HAND-OUT

→ Refer to Hand-out # 26 while discussing the following sanctions.

SANCTION: Reprimand (verbal warning)

This is normally the sanction used for minor offences.

Reprimands may be given to let an employee know that his/her conduct is not acceptable, and that if that conduct is repeated, a written warning may follow. Reprimands are given verbally, but it is advisable to record that a verbal warning has been given by using a Reprimand Notice form.

DISTRIBUTE HAND-OUT and DISCUSS

→ Provide participants with Hand-out #19, and briefly discuss the layout of the Reprimand Notice template.

SANCTION: Written warning

This is normally the sanction used for first offences involving, amongst others: a) absenteeism and lateness, b) disobedience and related offences, and c) abuse of alcohol and related substances.

A written warning may be given for repetition of a minor offence; it is normally the initial sanction if the offence is of a more serious nature. A written warning shall remain in force for a period of 6 months and must be documented in the employee's staff file.

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #20, for them to have a quick look at the Written Warning template.

SANCTION: Final warning

Final warnings may be given: a) when an offence is repeated while a written warning is in force, b) in circumstances where summary dismissal is not appropriate, or c) to first offenders involved in major offences (such as dishonesty; theft; fraud; corruption; assault; violence or threats of violence; abuse or misuse of conservancy property relating to the workplace, or co-employees' property).

Prior to giving a final warning, the CC shall first give the employee an opportunity to defend him/herself against the complaint/allegation. In appropriate cases, this may include the presentation of verbal and/or written evidence. All reasons advanced by the employee must be carefully recorded, and the CC's reasons for their decision must be similarly recorded. A final warning shall remain in force for a period of 6 months, from the date of issue.

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #21, for them to have a quick look at the Final Warning template.

SANCTION: Alternative sanctions to summary dismissal

This is when misconduct is serious enough to warrant summary dismissal.

However, when this particular sanction is not thought appropriate for the specific circumstances, the following alternatives may be considered:

- Suspension with or without pay
- A reduction in benefits

- Demotion
- A transfer from one position to another

SANCTION: Summary dismissal

Summary dismissal applies to the following circumstances:

- When other forms of disciplinary action have failed and the employee has been given a final warning
- When an employee, on a final warning, commits a serious/major offence
- When the offence committed amounts to the employee breaking contractual obligations
- For first offenders, when there is major misconduct (dishonesty; theft; fraud; corruption; assault; violence or threats of violence; intoxication; abuse or misuse of conservancy property relating to the workplace, or co-employees' property)
- When there is continued or regular absence from work, without permission or without good reason; continued disobedience; or repeated abuse of alcohol and substances which affects the employees' work performance.

SUMMARISE

TAKE NOTE:

→ As you summarise the procedure for issuing sanctions, write them on a sheet of flipchart paper.

Let us now summarise the normal procedure for issuing sanctions for misconduct.

Summary of procedure for issuing sanctions for misconduct:

- Reprimand (verbal warning)
- Written warning
- Final warning
- Dismissal (or an alternative sanction)

GOING STRAIGHT TO A FINAL WARNING OR EVEN DISMISSAL

EXPLAIN

The conservancy can decide to go straight to a final warning or even dismissal if it is decided that the misconduct was serious enough to deserve such action.

In appropriate cases, the following could apply:

- In addition to any sanction imposed, an employee can be ordered to compensate the conservancy for any loss caused because of conduct that the employee has been found guilty of at a disciplinary inquiry.
- An employee has the right to terminate his/her Contract of Employment without giving the required notice to the employer, provided he/she pays the employer a levied fine.
- Failure to provide sufficient notice (as per the employee's contract) of the termination of a contract can result in a fine levied on the employee by the conservancy for the appropriate amount (i.e. if the notice period is one month, the fine levied would be equal to one month's pay.)
- Should the CC arrive at the point of considering dismissing an employee, it is essential that the

conservancy has followed and recorded all the procedures up to that point. It must also legally comply with the required steps; otherwise the Labour Commissioner could decide against the conservancy if an employee has taken his/her case to the Labour Office.

INQUIRY PROCEDURES FOR DISMISSAL IN CASES OF MAJOR MISCONDUCT

EXPLAIN

Now, let us look at procedures for dismissal in cases of major misconduct.

Prior to the dismissal of an employee, for any reason whatsoever, an inquiry should be held to determine:

- whether the conduct complained of actually took place; and
- the appropriate sanction to be imposed, after having considered all the circumstances of the offence and the employee him/herself.

The inquiry should be kept as informal as possible, and must remain confidential, unless otherwise agreed to by the parties.

The following principles should be applied to all disciplinary inquiries relating to dismissal:

- If there is any doubt, the benefit of the doubt will be given to the employee.
- If there is no evidence to support the charges or a lesser charge, the employee shall be discharged from the inquiry and the proceedings closed.
- If the evidence is sufficient to support an alternative charge and not the original charge, then it shall be acceptable for the employee to be found guilty of the alternative charge.
- When ruling on the charge, the person chairing the inquiry (Presiding Officer) must give the full reasons for the decision made. Similarly, full reasons for the sanction imposed must be given.
- If the employee is found to have committed the offence, he/she shall then be allowed to give evidence in mitigation.
- The Presiding Officer may postpone the proceedings to consider the actual sanction before arriving at his/her decision.
- Minutes must be taken and kept of all inquiries.
- The conservancy shall be entitled to suspend any employee, pending the holding and/or outcome of an inquiry to determine whether or not that employee should be dismissed, provided that the employee's salary is not deducted for the period of suspension.

SUMMARISE/LINK

Are there any questions before we close the workshop for the day?

Close the day with a prayer.

TRAINING PROGRAMME

DAY 4

Open with a prayer.

1

EXPLAIN

Yesterday, we ended the day with looking at inquiry procedures for dismissal in cases of major misconduct. Let us complete Section Two on misconduct before moving on to Section Three.

ASK

- → Does anyone have any questions before we begin?

THE RIGHT OF APPEAL IN CASES OF MAJOR MISCONDUCT

EXPLAIN

Let us look briefly at the right of appeal in cases of major misconduct where a final warning or decision to dismiss has been made. Every employee shall have the right of appeal against any final warning or decision to dismiss him/her for breach of the DC&P.

The following conditions pertain to the right of appeal:

- An employee must appeal in writing (Appeal Notice) within 3 working days of such a decision.

DISTRIBUTE HAND-OUT

- → Provide the participants with Hand-out #22, so that they can familiarise themselves with the Appeal Notice template.
- In the case of an appeal against a dismissal, the appeal shall be held within 7 working days of the employee notifying the CC that he/she intends to appeal.
- In the case of an appeal against a final warning, the appeal shall be held within 30 working days of the warning having been given.

SUMMARISE/LINK

We have now looked at sanctions that can be taken by the conservancy in instances of employee misconduct and how these sanctions are decided, and we have looked at the appeals process.

Are there any questions before we move on to the next section?

2

SECTION THREE

Dealing with employee incompetence

(approx. 1 hour)

EXPLAIN

No employee should be dismissed because of his/her unsatisfactory performance, unless he/she was informed of the fact that his/her performance was unsatisfactory previously, and thereafter failed to remedy the situation within a reasonable period of time.

If an employee's performance is unsatisfactory, he/she should first be counselled by his/her immediate superior as to what he/she is doing that is not acceptable, and what must be done to correct the situation. This initial verbal counselling should be done informally.

Informal counselling should be used for the following:

- Poor work performance – where the performance of the employee falls short of what can reasonably be expected of him/her
- Carelessness and/or casual approach to the job
- Lack of motivation to do the job properly
- Loafing/laziness – failure to perform a task within a reasonable period of time
- Failure to carry out and complete instructions

However, depending on the complexity of the problem, further coaching may take place on a formal basis to help the employee to become clear about where he/she needs to improve and how.
However, if the problem is one which could have been easily remedied and was not, then the CC should issue a Performance Improvement Notice.
If the employee has not improved in the given period, a final warning (Unsatisfactory Performance Notice) can be given.
In more serious matters where initial counselling will not be necessary, a Performance Improvement Notice may be issued as a first step.

INQUIRY INTO EMPLOYEE INCOMPETENCE

EXPLAIN

Under certain circumstances it will be necessary to subsequently instigate an inquiry into employee incompetence. An inquiry will be held or ordered by the CC along the same lines as those preceding a final warning/dismissal (see Section Two). The appeals procedure is also the same.

If an employee fails to take the necessary action required of them within the time period stipulated in the final warning, or if the action taken by the employee falls short of what is required and is therefore not acceptable, or if the employee who has been given a final warning performs badly in another area, then an inquiry should be held to determine:

- whether this has actually occurred;
- whether there is any good or acceptable explanation for the employee's failure to take action to improve unsatisfactory performance; and
- whether there is any reason why the employee should not be dismissed by virtue of his/her having failed to perform properly.

SUMMARISE

TAKE NOTE:

→ As you summarise the procedure for dealing with staff incompetence, write them on a sheet of flipchart paper.

Let us now summarise the normal procedure for dealing with staff incompetence.

Summary of procedure for issuing sanctions for incompetence:

→ Provide verbal counselling/coaching and inform the employee that he/she must improve within a given timeframe.

→ *If there is still no improvement, then:*
Issue a Performance Improvement Notice (which will outline the timeframe for improvement).

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #23; Performance Improvement Notice template.

→ *If there is still no improvement, then:*

Issue a Final Warning - Unsatisfactory Performance (which will similarly outline the timeframe for improvement).

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #24; Final Warning - Unsatisfactory Performance template.

→ *If there is still no improvement, then:*

Conduct an Inquiry to consider Dismissal

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #25; Notice of Inquiry template.

WHAT TO DO IF THE EMPLOYEE IMPROVES

EXPLAIN

It is important to remember that if, at any stage, the employee does improve, he/she must be told that they are now working to an acceptable standard, and the process is then ceased.

Also:

- The timeframe for improvement will depend on what is reasonable (i.e. will the incompetent behaviour be easy to rectify over a short period of time, or will it require a significant period of time to address the employee's shortcomings?).
- Keep good records of what has been done and when.

3

SECTION FOUR

Dealing with employee incapacity

(approx. 30 minutes)

EXPLAIN

No employee shall be dismissed because of his/her incapacity to perform their work, unless:

- such incapacity has been factually established, or
- there is no possibility of the employee taking, or being offered, an alternative position.

If the circumstances are HIV/AIDS-related, the conservancy Policy on HIV/AIDS must be followed.

SUMMARISE

TAKE NOTE:

→ As you summarise the procedure for dealing with employee incapacity, write them on a sheet of flipchart paper.

Let us now summarise the normal procedure for dealing with employee incapacity.

Summary of procedure for dealing with employee incapacity
(i.e. the employee is seriously sick or injured and unable to work):

- Meet with employee to discover nature of incapacity. If it is only a short-term incapacity, the conservancy makes a plan on how to cover the job in the interim.
- If incapacity is likely to be permanent or long-term, request that the employee obtains a medical report (the conservancy covers this cost).
- If the medical report validates permanent or long-term incapacity, the CC should conduct an inquiry to discuss the evidence, and decide on what to do.
- If the employee is to be dismissed, it would be standard practice to pay a service bonus/severance pay (if employed longer than 12 months).
- All the steps and decisions throughout the process must be recorded and filed.

4

SECTION FIVE
The grievance procedure

(approx. 30 minutes)

ASK

- Ask the participants to think about:

What happens in their conservancy if a member of staff has a complaint about a person, or a procedure, or an activity that he/she is unhappy about? Who do they go to? How is it handled?

EXPLAIN

A grievance is any serious dissatisfaction or feeling of injustice that affects an employee, which arises out of his/her work situation.

The following aspects pertain to the grievance procedure:

- The purpose of establishing a grievance procedure is to enable the conservancy to promote high morale and satisfaction among employees.
- The grievance procedure is not applicable to grievances that can and should be resolved informally.
- It should be the intention of the conservancy and its employees ('parties') to resolve grievances at the earliest stage possible and as speedily as possible. Employees may lodge valid grievances without any prejudice whatsoever to their employment. Instead of the stages and the time limits stated in this procedure, the parties may mutually consent to deal with grievances more quickly.

THE THREE STAGES OF THE GRIEVANCE PROCEDURE

EXPLAIN

There are three stages to the grievance procedure:

Stage ONE

The employee(s) puts in writing, (a letter, the cause of the grievance, clearly stating the essential allegations and the desired solution. This is then submitted to the CC. The CC will nominate an individual to deal with the case on their behalf for the next stage of the process. The employee(s) may approach a fellow employee to obtain guidance and/or assistance with completing the grievance letter/form.

Stage TWO

The CC nominee shall then attempt to resolve the grievance within 5 full working days of the grievance being received. If a solution is reached and accepted by the employee(s), the aggrieved employee(s) shall put in writing that the agreed solution has been accepted. If a satisfactory solution is not reached within 5 working days, the CC nominee will record the failure to reach a solution together, along with the reasons for such failure, and will then refer it to the Chairperson/CC.

Stage THREE

The CC will then convene a gathering of all concerned at its next meeting, following receipt of details of the grievance. In addition to the parties concerned with the grievance, a fellow employee shall be entitled to attend the meeting, and to represent the aggrieved employee(s). Should the parties fail to reach a settlement at this meeting, the failure and the reasons for it should be recorded in the minutes of the meeting. These minutes should be signed by the aggrieved employee(s), and the Chairperson.
Failure to reach a settlement at this level will constitute a dispute, which can be submitted for mediation by either of the parties within 7 days. The case will then have to comply with the disputes procedures of the Labour Act.

SUMMARISE/LINK

In this session we have looked at how, by having sound procedures in place and ensuring that these are followed sensitively and fairly, a conservancy can minimise the chance of serious disputes arising in the workplace.

We then discussed the Disciplinary Code and Procedures document and how it is used to settle more serious conflicts in the conservancy workplace (cases of misconduct, incompetence and incapacity).

Finally, we discussed the grievance procedure that can be used when an employee has a complaint.

In the final session, we are going to look at the process of drawing up a conservancy Action Plan to implement staff management policies and procedures.
Now that we have completed this session, please remember to use Checklist #4, #5, #6 and #7 as guides when addressing poor performance, misconduct, incapacity and the grievance procedure.

Are there any questions before we move on to the final session?

SESSION 6

DEVELOPMENT OF ACTION PLANS (APPROX. 1 HOUR)

TAKE NOTE:

→ If all the participants come from <u>the same</u> conservancy, they can all work together to devise a single 'CBNRM & Staff Management Action Plan'.

→ If the participants come from <u>different conservancies</u>, they must work together in their conservancy groups to devise a 'CBNRM & Staff Management Action Plan' for their own conservancy.

1 **EXPLAIN**

We have looked at five topics during the course of this workshop. At the end of each session, we have reviewed our progress towards achieving the relevant objective(s).

TAKE NOTE:

→ Display Flipchart Sheet #1 and discuss briefly together, if necessary.

ASK

- Ask the participants the following question:

According to this list, which resources (documents, written material, systems) do you already have in place at your conservancy, and which ones do you not have in place?

TAKE NOTE:

→ You may prefer to write out the list below in advance, and refer to this list as Flipchart Sheet #4.

CAPTURE

→ Tick (✓) the resources on the list which each conservancy represented at the workshop <u>does</u> have in place.

→ Cross (×) the resources on the list which each conservancy represented at the workshop <u>does</u> <u>not</u> have in place.

Staff Management

- ☐ Written job descriptions for all posts or only some of them
- ☐ Written guidelines and formats for job vacancy advertisements
- ☐ Formal Contracts of Employment for all staff or only some of them
- ☐ A formal system for staff appraisals
- ☐ A Staff Policy document outlining policies and procedures for employees
- ☐ A Disciplinary Code and Procedures Policy for dealing with serious staff issues

ASK

- Ask the participants the following question:

What priority would you give to the resources (documents, written material, systems) that your conservancy does NOT yet have in place?

CAPTURE

→ Record the participants' responses on the sheet of flipchart paper by adding a rating number to each resource (documents, written material, systems) that each conservancy DOES NOT have it in place (i.e. if the conservancy does not yet have a Staff Policy document in place and considers it to be their top priority, place a 1 next to it on the list.)

2 EXPLAIN

Let us look at how we can convert the priorities of your conservancy regarding staff management documents, written material and systems into a 'Staff Management Action Plan', which must be taken back to your conservancy for discussion and implementation.

First, let us work through an example together.
This action plan template is for an imaginary conservancy that has identified that introducing a staff appraisal system is its top priority issue.
We will now work together to complete the details of this page of the action plan.

TAKE NOTE:

→ Draw the template below on a sheet of flipchart paper.
(You may prefer to prepare this material in advance. This will be referred to as Flipchart Sheet #5.

→ If necessary, briefly discuss it.

Flipchart Sheet #4

CBNRM STAFF MANAGEMENT ACTION PLAN					
Period		Objective #1		Introduce a Staff Appraisal System	
Activity	Action Officer	Start Date	End Date	Comments	

ASK

- Ask the participants the following question:

What step by step activities need to happen to put Objective #1 in place?

CAPTURE

- Write the participants' suggested activities on a separate sheet of flipchart paper (not on the flipchart template).

TAKE NOTE:

- **First** work out the **logical order**, and only then write the activities on the flipchart template.

ASK

- Ask the participants to suggest a logical order in which these activities should be carried out.

CAPTURE

- Write the participants' suggested logical order of the activities on the flipchart template.

ASK

- Ask the participants to suggest a timescale for when these activities must be implemented, and to identify who will be responsible for each activity?

CAPTURE

- Write the participants' suggested timescale and identified responsible persons on the flipchart template.

3

ACTIVITY

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #30; Staff Management Action Plan template.

TAKE NOTE:

→ You will need to make at least **6 copies** for each conservancy represented at the training workshop.

ASK

→ Ask the conservancy groups to now begin drafting their own action plans.

TAKE NOTE:

THE PROCESS

If all the participants at the workshop come from the same conservancy, then:

→ Divide them up into a number of groups (or even individuals if the number of participants is small) according to how many staff management resources (documents / written material / systems) were identified as being absent at their conservancy (i.e. if 5 resources on Flipchart Sheet #4 were identified as missing at their conservancy, then divide the conservancy's participants into 5 groups.

→ Each group must identify the priority of their resource on their copy of the Staff Management Action Plan template, and then discuss together a list of activities (in a logical sequence), as well as a timeframe and person responsible, and then write these out in pencil on the template once consensus has been reached.

If the participants at a workshop come from a number of different conservancies, then:

→ Divide them up into conservancy groups and give each group enough Action Plan templates (Hand-out #30) to be able to complete a page for each CBNRM and staff management resource (documents / written material / systems) identified as being absent from their own conservancy.

→ Each group must identify the priority of each of the components on the relevant sheet of the Action Plan template, and then discuss together a list of activities (in a logical sequence), as well as a timeframe and person responsible, and write these out in pencil on the template in question once consensus has been reached.

TAKE NOTE:

→ As the conservancy groups carry out this activity, circulate around and provide assistance where requested or where it is obviously needed.

4

ACTIVITY

EXPLAIN

We have worked together in our conservancy groups to draw up draft action plan pages for our conservancies. Let us now collaborate to share ideas on how we can improve on our drafts to finalise them.

ASK

- Ask each group to share the contents of their action plan page(s) with the other participants to get ideas on improvements and additions that could be made.

(NB: As this is a collaborative exercise, and its outcome is important, this activity may take some time to complete).

TAKE NOTE:

→ Once this has been done, the conservancy groups can continue working to complete a best copy of their action plan page/s.

SUMMARISE/LINK

In this final session, we have looked at how we plan to implement good staff management in the conservancy, what our conservancy priorities are in this regard, the actions we need to take, and how committed we need to be regarding the application of what we have learned during this workshop.

CLOSE THE WORKSHOP (1 hour)

- Check with participants that their expectations of the workshop have been met.
- Check that each participant has developed an Action Plan to discuss and finalise with their conservancy.
- Address any issues that have been 'parked'.
- Ask the participants to complete the Workshop Evaluation Form (Hand-out #31).

Closing remarks and a prayer.

LIST OF HAND-OUTS

TAKE NOTE:

→ Make sure that there are enough hand-out copies for each participant, except Hand-out #30 as only one copy per represented conservancy is necessary.

→ For demonstration purposes, make sure that you have copies of the following:

- ↳ The NACSO-CESP document, ‘A Guide to the Labour Act’
- ↳ The Labour Act (No.11 of 2007)
- ↳ Several local newspapers with job vacancy advertisements
- ↳ Two copies of an existing conservancy ‘Staff Policy’ document

HAND-OUTS #1-31

HAND-OUT #1: Certificate of Employment (template)
HAND-OUT #2: Job Description (template)
HAND-OUT #3: Job Description (example: Field Officer)
HAND-OUT #4: Job Description (example: Book-keeper)
HAND-OUT #5: Job Description (example: Office Administrator/Secretary)
HAND-OUT #6: Job Description (example: Conservancy Manager)
HAND-OUT #7: Job Advertisement (example)
HAND-OUT #8: The Recruitment & Selection Process (flowchart)
HAND-OUT #9: Rejection letter after sorting applications (example)
HAND-OUT #10: Job Offer Letter (example)
HAND-OUT #11 Rejection letter after interview stage (example)
HAND-OUT #12: Contract of Employment (template)
HAND-OUT #13: Induction: Day 1 Agenda (example)
HAND-OUT #14: Staff Profile Form (template)
HAND-OUT #15: Personal Review Form (template)
HAND-OUT #16: Staff Appraisal Form (template)
HAND-OUT #17: Performance Factors
HAND-OUT #18: Typical Contents of a Conservancy Staff Policy
HAND-OUT #19: Reprimand Notice (template)
HAND-OUT #20: Written Warning (template)
HAND-OUT #21: Final Warning (template)
HAND-OUT #22: Notice of Appeal (template)
HAND-OUT # 23: Performance Improvement Notice (template)
HAND-OUT #24: Final Warning – Unsatisfactory Performance (template)
HAND-OUT #25: Notice of Inquiry (template)
HAND-OUT #26: Disciplinary Code & Procedure (Misconduct)
HAND-OUT #27: Manager Appraisal Form (activity)
HAND-OUT #28: Book-keeper Appraisal Form (activity)
HAND-OUT #29: Office Admin/Secretary Appraisal Form (activity)
HAND-OUT #30: Action Plan (template)
HAND-OUT #31: Workshop Evaluation Form

CHECKLISTS #1 - #7

(TEMPLATE)

CERTIFICATE OF EMPLOYMENT

Employer: ....Conservancy

Postal address: ....
....

Physical address: ....
....

Tel: .... E-mail: ....

Employer's industry: Registered conservancy

<u>Employee details:</u>

Name: ....

Position: ....

Postal address: ....
....

Physical address: ....
....

Telephone number: .... Duration of service: ....

Remuneration (per month): ....

Reason for termination of service: ....
....
....

Employer's stamp:

(TEMPLATE)
JOB DESCRIPTION

Name:... Job title:...

Reports to:.. Location:...

<u>Key purpose of the role:</u>

....

....

....

....

<u>Key responsibilities:</u>

....

....

....

....

<u>Key working relationships: internal/external</u>

....

....

....

<u>Resources responsible for:</u>
Financial: ....
People: ....
Equipment:...

<u>Person specification: essential qualifications and skills required</u>

....

....

....

Signature (job holder)... Date:. ....

Signature (supervisor) .... Date: ....

(EXAMPLE)
JOB DESCRIPTION

Name:.. **Job Title:** *Field Officer*

Reports to:.. Location:...

Key purpose of the role:

To lead the NRM team and enable XXXXXXX Conservancy to effectively manage and conserve their wildlife and other natural resources, in partnership with government and neighbouring communities.

Key responsibilities:

- Implement, monitor and audit the Event Book System
- Assist with bi-annual Game Counts (wet and dry seasons)
- Follow up human-wildlife conflict issues and report
- Investigate poaching incidents and report
- Manage and train the Game Guards
- Produce workplans and monthly reports for the Conservancy Management Committee

Key working relationships: internal/external

- Conservancy Management Committee and members
- Traditional Authorities
- MET, NNF, IRDNC

Resources responsible for:

Financial: nil
People: x2 game guards
Equipment: tent, pot, spotlight

Person specification: essential qualifications and skills required

- Self motivated; team worker; able to plan and organise own/others work activities; record-keeping skills (basic numeracy), communication skills (good verbal/fair written); physically fit (able to walk 20kms in a day).

Signature (job holder)... Date:...

Signature (supervisor).. Date:...

(EXAMPLE)

JOB DESCRIPTION

Name: ....

Job Title: *Book-Keeper*

Reports to: *Conservancy Manager*

Location: ....

Key purpose of the role:

To support the Chairperson/Manager by ensuring all conservancy financial transactions are managed efficiently, effectively and in compliance with legal requirements and the conservancy's financial policy.

Key responsibilities:

- Keep the cash analysis book up-to-date and accurate, detailing the conservancy's income and expenditure
- Reconcile cash and bank funds monthly
- Keep cash safe and secure
- File receipts, bank statements and payment vouchers methodically
- Receive cash, including preparing receipt vouchers
- Make authorised payments, including preparing payment vouchers
- Prepare monthly payroll, make salary payments for employees and keep records
- Pay authorised HWC claims and forward required records to MET
- Produce and deliver monthly financial reports to the Conservancy Management Committee
- Produce and deliver the AGM Financial Report
- Monitor the conservancy budget
- Follow up outstanding income payments
- Co-sign financial reports
- Attend team meetings, committee meetings, AGM and general meetings

Key working relationships: internal/external

Conservancy staff, Management Committee and members, partner organisations (IRDNC and private enterprises, e.g. professional hunters, lodge owners)

Resources responsible for:

Financial:	Conservancy budget (jointly with the Manager)
People:	Nil
Capital Items:	Nil

Person specification: essential qualifications and skills required

Signature (job holder) ....

Date: ....

Signature (supervisor) ....

Date: ....

(EXAMPLE)

JOB DESCRIPTION

Name: .... **JobTitle:** *Office Administrator/Secretary*

Reports to: *Conservancy Manager* **Location:** ....

Key purpose of the role:
To support the Chairman/Manager by ensuring all administration tasks are carried out efficiently and effectively. Provide advice and guidance to committee and conservancy members, as appropriate.

Key responsibilities:

- Arrange meetings, i.e. agenda, invitations, venue, logistics. Incl. GMs and AGMs
- Take minutes of meetings, distribute minutes, file copies
- Complete HWC claim forms and keep all HWC records, e.g. authorised claims, properly filed
- Provide secretarial service to the senior management
- Keep records up to date, i.e. Social Security, Asset Register, Membership, Equipment inventory
- Manage correspondence
- Maintain an efficient filing system
- Monitor stationery, office expenditures, e.g. phone bills, office equipment
- Set up and maintain staff personal files
- Attend team meetings, committee meetings, AGM, and general meetings

Key working relationships: internal/external

Conservancy Management Committee, staff and members; partner organisations, e.g. IRDNC and NDT, government departments (e.g. MET, DoF, Land Board); and private enterprise, e.g. professional hunters, lodge owners.

Resources responsible for:
Financial/Budget: Nil
People: Nil
Capital Items: Conservancy equipment

Person specification: essential qualifications and skills required

Signature (job holder) .... Date: ....

Signature (supervisor) .... Date: ....

(EXAMPLE)

JOB DESCRIPTION

Name:...

Job Title: *Conservancy Manager*

Reports to: *Conservancy Chairperson*

Location:...

Key purpose of the role:
To plan, execute, monitor, control and be accountable for the day-to-day operations and good governance of the conservancy. Lead the team and coordinate all activities, to ensure that the Conservancy Management Committee deliver their Management Plans and social responsibility objectives efficiently and effectively, for the benefit of the conservancy members.

Key responsibilities:

- Manage employed staff :
  - ~ Facilitate the recruitment and selection process.
  - ~ Agree and monitor staff work plans for direct reports, and enabling them to do the same for staff they supervise.
  - ~ Manage the staff performance and development process.
  - ~ Ensure the Conservancy policies and procedures are adhered to e.g. Staff Policy, Financial Policy, Vehicle Policy.
  - ~ Uphold and manage the conservancy's Discipline Code and Procedures.
  - ~ Hold regular team meetings.
- Be accountable [with the treasurer] for the conservancy financial management:
  - ~ Produce an approved budget and monitor it.
  - ~ Monitor monthly financial reports and manage any variances.
  - ~ Monitor that cash and bank funds are reconciled monthly.
  - ~ Ensure cash is kept safe and secure.
  - ~ Co-sign contracts.
- Build & maintain good working relationships with all stakeholders.
- Strengthen communication with members, in particular, and all other stakeholders.
- Implement and monitor the Conservancy's Annual Work/ Development plans and Benefit Distribution Plan.
- Project manage [plan, implement, monitor and report on] sponsor/donor funded project activities.
- Oversight NRM plans and activities – support team to deliver NRM objectives
- Negotiate and monitor partner contracts e.g. trophy hunting, JV enterprises.
- Produce business plans and proposals for new CBE ventures.
- Oversight the management of any CBE ventures.
- Represent the conservancy at local, regional and national fora.
- Ensure the conservancy is compliant with legal and regulatory standards.
- Produce and deliver a monthly report of activities to the Committee.
- Produce donor reports as required by the contracts.
- Be accountable for the Conservancy's assets and keep an accurate Asset Register.
- Contribute to the Chairperson's Report for the AGM.
- Coordinate activities for the Annual General Meeting and conduct productive conservancy meetings.
- Host visitors e.g. donors, partners, exchange trips
- Attend Quarterly Planning Meetings, AGM and general meetings, partner meetings/workshops as required, report back to the staff and Committee.
- Participate on relevant panels and committees e.g. the HWC Review panel.
  HIV & Aids committee, Joint Management Committees.

Key working relationships: internal/external

Conservancy Management Committee, staff and members; partner organisations, (e.g. IRDNC and NDT), government departments (e.g. MET, DoF, MAWF, Land Board); and private enterprises, e.g. professional hunters, lodge owners.

Resources responsible for:

Financial:	Conservancy income, expenditure, investments
People:	Secretary, Book-keeper, Enterprise Officer, Field Officer, SCRM, Security, Driver.
Capital Items:	2 computers, I printer

Person specification: competences required (See Competency Framework document for more detail)

General Management:

Setting Direction - Being aware of the bigger picture and focussing the human, financial and physical resources in order to build sustainability e.g. implement the conservancy's Strategic Plan

Getting Results - Persistently driving plans and actions to efficiently and effectively deliver the conservancy's goals and objectives and 'grow' the conservancy business

Working Together - Creating excellent working relationships across the conservancy and with a diverse range of stakeholders – breaking down organisational and cultural barriers

Releasing Potential - Enabling people to realise their potential and thereby achieve their professional and personal aspirations

Technical:

Conservancy Awareness
Strategic Management
Financial Management (incl. Asset Management)
Staff Management
Natural Resource Management
Business & Enterprise Development & Management
Project Management – including Planning and Time Management
Report writing
Proposal writing
Computing skills (minimum: MS word, excel, email)
Language skills – good verbal and written skills in English and a local language
Facilitation skills
A valid Driver's Licence and 4X4 experience

Signature (job holder) .... Name: ....

Signature (supervisor) .... Name: ....

Date: ....

EXAMPLE
JOB ADVERTISEMENT

[insert name of conservancy] is a well-established and well-regarded conservancy within the Namibian Community-based Natural Resource Management Programme. We are currently seeking to employ a **[Field Officer]** to manage our Natural Resource Management team, which helps us to manage, conserve and monitor our wildlife and other natural resources.

We are particularly looking for someone who has the following competences:

- Ability to work without supervision, and plan and organise their own work activities to meet the organisation's goals and work plans
- Ability to lead and manage a small team of experienced Game Guards
- Willingness to work wherever and whenever called upon, even outside normal hours
- Ability to keep legible, accurate and up-to-date records
- Ability to write reports
- Strong verbal communication skills
- Ability to work as part of a team with other conservancy staff, the Management Committee and other stakeholders to achieve the conservancy's goals
- Good physical fitness, since the job entails a considerable amount of bush-walking

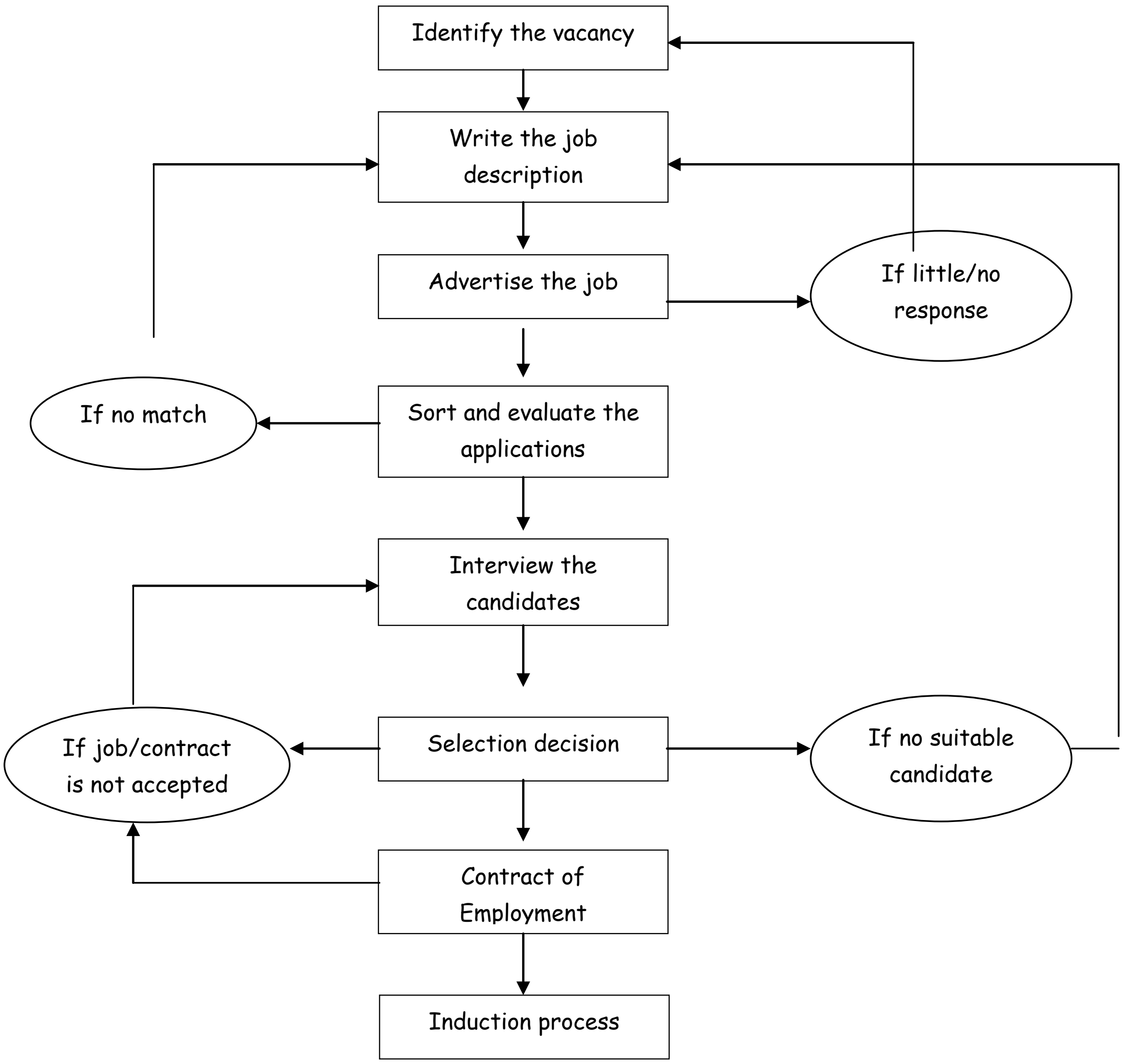
If you believe you have the knowledge, skills and personal qualities we are looking for, please apply in writing **[explaining why you meet our criteria]**, and attach your CV and furnish us with the names and contact details of two referees to:

The Manager, xxxxxxxxxxxx Conservancy
P O Box xxxx
xxxxxxxxxxx
[or hand deliver to the Conservancy office]

The closing date for application is (DD) (MM) 2019.

(Flowchart)

The Recruitment and Selection Process



(EXAMPLE)

REJECTION LETTER AFTER SORTING APPLICATIONS

[insert name] Conservancy
Address:
Tel No:
Email address:

Date:

Dear **[insert name]**

Thank you very much for your recent application for employment as a xxxxxxxxx, with our conservancy.

We were very pleased with the response to our advertisement and had a difficult task deciding whom to include in the interview stage of our recruitment process.

We conducted a matching exercise and identified other applicants who more closely meet our requirements for this vacant post. So we are writing to inform you that we will not be inviting you to attend an interview.

Once again, thank you for your interest and we wish you well with your future job search.

Yours sincerely,

Chairperson

Conservancy Stamp

(EXAMPLE)
JOB OFFER LETTER

[insert name] Conservancy
Address:
Tel No:
Email address:

Date:

Dear **[insert name]**

It is my pleasure to inform you that you were the successful candidate at the recent interviews for a **[insert job title]**. Attached, you will find the Job Description.

We would like you to commence employment on **[insert date].**

Your salary will be **[N$ xxxx]** per month.

You will initially serve a probation period of **[X]** months.

Your supervisor will be **[xxxxxxxxxxx]**. Cell No**[xxxxxxxxxxx]**

Please report to the conservancy office at **[location]** on the **[date]** at **[time]**. On that day you will receive your Contract of Employment and our Staff Policy, as well as meet colleagues. You will also participate in other various induction activities to help you settle in to your new role.

Please bring along documentation such as your identity card, driver's licence, social security card and PAYE number **[if appropriate]**.

Please let us know promptly whether you wish to accept this offer of employment and do not hesitate to contact me or your supervisor if you have any questions.

Congratulations and I look forward to working with you.

Yours sincerely,

Chairperson

Conservancy Stamp

(EXAMPLE)

REJECTION LETTER AFTER INTERVIEW STAGE

[insert name] Conservancy
Address
Tel No:
Email address:

Date:

Dear **[insert name]**

Thank you very much for attending the recent job interview. At that time we promised to notify everyone of our selection decision as soon as possible.

I regret to tell you that on this occasion you were not successful. We interviewed a number of suitable applicants, but on the day someone else was the stronger candidate for the job.

We were very pleased to have met you and thank you again for showing an interest in being employed by our conservancy. We wish you all the best in the future.

Yours sincerely,

Chairperson

Conservancy Stamp

CONTRACT OF EMPLOYMENT
MEMORANDUM OF AGREEMENT OF EMPLOYMENT

MADE AND ENTERED INTO
BY AND BETWEEN:

______________________________ Conservancy

Address: .... Tel: ....

.... Fax ....

Hereinafter called the Employer and represented by the Chairperson of the Management Committee *(insert name)* ....

and

(insert Name of New Employee)..

Born ....
Identity Number:..
Home address ....
Contact telephone number: ....

(Hereinafter called the Employee)

APPOINTMENT DATE AND POSITION

The Employee shall be appointed as a: _________________________________ (*insert job title*)
Employment period begins: ____ (*insert starting date*)

The Employer reserves the right to change duties or the work as might be required from time to time. It is, however, understood that such changes are discussed with the Employee and that the Employee is capable of fulfilling these duties.

REMUNERATION

Basic monthly salary: N$ ____________________ (*insert amount*).
The salary payable by the Employer to the Employee will be
paid monthly ____ (☑ ☒), or before the ____ *(insert day)* day of each month,
either in cash ____ (☑ ☒), or direct transfer into your bank account ____ (☑ ☒).

WORKING HOURS

The Employee shall be expected to work a total of forty-five (45) hours per week. Overtime or work on a Sunday/ public holiday will be paid in accordance with the Namibian Labour Act.
Work on Sundays/public holidays _____ (☑ ☒)

Any time off due will be taken in accordance with the Conservancy Staff Policy.

PROBATION PERIOD

The engagement is subject to a period of probation of **six (6) months.**
During this period, the Employee shall be on temporary staff only, and at any time within that period his/her employment may be terminated by one (1) week's notice. Once the probation period has been satisfactorily completed and employment has been confirmed, the period of notice increases to one (1) month. Notice periods may be waived and the employment may be terminated forthwith if the Employee does anything that is regarded by the Management Committee as being inconsistent with the position he/she holds (i.e. if the Employee commits a criminal act or an act that undermines the goals and objectives of the Conservancy).

LEAVE

The Employee is entitled to twenty-two (22) working days leave per year. Therefore, up to _________ (*insert amount of days*) days may be taken during the remaining period of this leave year. Only in very exceptional circumstances will unpaid leave be granted, and then only on receipt of written application to the Management Committee or their duly authorised representative.

USE OF VEHICLES

Use of the Employer's vehicle must be done in accordance with the Conservancy Staff Policy. Private use of the Employer's vehicles outside of the Employee's immediate working area is subject to approval by the Management Committee. The vehicle must be serviced regularly and the logbook meticulously kept. Driving under the influence of alcohol or providing false information in a vehicle logbook will result in the Employee being instantly dismissed.

PROTECTION OF ORGANISATION INTERESTS

The Employee shall not in any way pledge the credit of the Conservancy, or expose the organisation to any liability except in so far as he/she may from time to time be authorised to do so by the organisation, whether generally or in any particular case. The Employee shall at all times obey the orders of the Management Committee and his/ her supervisor, and shall carry out their directions to the best of his/her knowledge and ability. The Employee shall not divulge any of the confidential information of the Conservancy, nor do anything likely to damage its legitimate activities in any way. Breach of any provision contained in this paragraph shall render the Employee liable to dismissal. While on duty, the Employee shall do all in his/her power to promote, develop and extend the goals and objectives of the Conservancy.

STAFF POLICY

It is the responsibility of the Employee to read and understand the contents of the Conservancy Staff Policy document. By signing this contract, the Employee undertakes to comply with Conservancy Policies at all times, throughout the employment period.

VARIATION TO CONTRACT

No variations or additions to this contract are valid unless given in writing and signed by both parties.

SIGNATURES

Dated at ______________________ (*insert location*) on this, the ______ day of _________________ (*insert month*), 2019.

EMPLOYER: .... EMPLOYEE: ....

(EXAMPLE)

INDUCTION: DAY 1 AGENDA

8.00am	Welcome and introductions
8.30am	Explain the conservancy's purpose and objectives; team's outputs and work-plans
9.00am	Clarify Job Description and how/where the role fits in the organisation and supports the conservancy to achieve its goals
10.00am	Meet Colleagues, especially 'twin/buddy', if one is allocated
Noon	Lunch (with others to start building relationships)
13.30pm	Describe Work Plan and Training Plan for next 2 weeks
14.30pm	Complete essential paperwork for Personal File and administration, including Contract of Employment and Staff Policy
15.00pm	Offer relevant reading materials/provide resource needs
16.00pm	Review and end the day

(TEMPLATE)

STAFF PROFILE FORM

Surname	First Names: ....
Date of Birth:	Citizenship: ....
Work Permit number: [non Namibians]	Expiry Date: ....
Identity number:	
Passport number:	
Marital status:	
Children: names and ages:	....
....	....
Home address:	....
....	....
Postal address:	....
....	....
Job title:	
Location/base:	
First date of employment:	
Driver's licence: code:	Number: ....
PAYE number:	Social Security number: ....
Bank details:	Name of Bank: ....
Account name:	Account number ....
Branch code:	
Next of kin:	Name: ....
Contact No:	Address: ....
Relationship:	....
Highest qualification achieved:	....
....	
Date: form completed:	To be reviewed: date: ....

(TEMPLATE)

PERSONAL REVIEW FORM

Name:..

Review period: .... Date: ....

---

1. **<u>Your accomplishments:</u>** List your achievements during this review period. Relate them to your agreed outputs and activities (work plan).

2. **<u>Areas for improvement:</u>** How would you like to improve your job knowledge/skills? What specific activities could be improved on? What obstacles are there?

3. **<u>Outputs and activities for next period:</u>** List activities that will support your conservancy to reach its objectives next year/over the next review period. Include ways your supervisor may help you to achieve your outputs.

4. **<u>Your work environment</u>:** Make suggestions on what improvements are needed to make your job more fulfilling/more effective.

(TEMPLATE)
STAFF APPRAISAL FORM

Name:.. Supervisor:...

Period of employment:..

Job title:... Period of review: ....

Overall performance rating: ....

This Appraisal is based on your job description and your duties.

The appraisal focuses on two aspects: it is an evaluation of performance, and it identifies future development/ training needs.

Performance Factors should be scored according to the following scale:

"**Weak**" (3) = Performance does not consistently meet standards and expectations. *Performance improvement is therefore required.*

"**Good**" (2) = Performance meets and occasionally exceeds standards and expectations. Activities are on time and planned outputs are completed.
Individual utilises his/her ability and experience.

"**Excellent**" (1) = Performance exceeds standards and expectations. This can be clearly recognised by peers and immediate supervisors.

Under the Training / Development Needs section, each factor should be analysed for: **Has skills** OR **Needs skills**.
Cross (×) whichever factor needs skills.
Tick (✓) whichever factor has skills.

Supply comments, where appropriate.

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	**1**	**2**	**3**	**Needs Status**	**Comments**
1. Technical Standards					
1.1					
1.2					
1.3					
1.4					
1.5					
1.6					
2. Management Standards					
2.1 Report writing					
2.2 Financial administration					
2.3 Leadership skills					
2.4 Supporting staff					
2.5 Decision-making					

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	**1**	**2**	**3**	**Needs Status**	**Comments**
3. Professional Standards					
3.1 Communication skills					
3.2 Problem solving					
3.3 Work quality and quantity					
3.4 Organisation timeliness					
3.5 Working relationships					
3.6Commitment/motivation					
3.7 Reliability					
General Comments: (mention strengths, required improvements and possible action)					

Signed by

Staff Member: ______________________________ Staff Supervisor: ____________________________ Date: _________________________

PERFORMANCE FACTORS

To assess job performance, consider how the employee demonstrated these performance factors throughout the review period: If not applicable, cross it out.

1. MANAGEMENT STANDARDS

Report writing - Ability to write timely and clear reports. These reports should be informative and describe the activities and outputs completed during the reporting period.

Financial administration – Ability to account for and reconcile monthly advances.

Leadership skills – Ability to convey a sense of unity and co-operation among staff. Obtains good information from others and effectively conveys ideas/opinions. Respected by staff and community members. Builds constructive working relationships, takes initiative, and makes things better – leads by example.

Supporting staff – Establishes clear, specific job performance goals. Provides constructive feedback. Delegates effectively and is supportive.

Decision-making – Makes decisions based on the conservancy's perspective. Has an understanding of conservancy and staff needs. Balances long-term needs with short-term demands in establishing priorities and deadlines.

2. PROFESSIONAL STANDARDS

Communications skills – Effective exchange of information. An example is clear, accurate and timely sharing of information – verbal and written.

Problem-solving – Ability to add insight into an existing or new situation; identifies new opportunities and problems; proposes changes or new approaches; considers alternative ways to increase effectiveness and efficiency.

Quality and quantity of work – Produces an acceptable amount of work. Outputs are clear and thoroughly achieved. Uses initiative to enhance work product and pays attention to detail.

Work organisation and timeliness – Ability to accomplish tasks and fulfil responsibilities within established time frames. Organises and prioritises work in a timely fashion and anticipates interruptions and future events/problems.

Working relationships – Ability to get on effectively with staff, the Management Committee, community members, and partners. Contributes towards building a team spirit.

Commitment/motivation – Believing in the CBNRM vision/conservancy programme. Ability to show commitment towards work, e.g. working out of hours, and is results-driven.

Reliability – Ability to do exactly what he/she has agreed to do on every occasion.

TYPICAL CONTENTS OF A CONSERVANCY STAFF POLICY

1.1 Appointments ....

1.2 Promotions ....

1.3 Termination of service ....

1.4 Retrenchment ....

1.5 Working hours ....

1.6 Leave ....

1.7 Field and travel allowances ....

1.8 General policies ....

1.9 Fuel budgets ....

1.10 Vehicle log books and monthly reports ....

1.11 Private trips using conservancy vehicles ....

1.12 Private vehicles used for conservancy activities ....

1.13 Lifts for non-employed personnel ....

1.14 Dismissal offences related to vehicle use ....

1.15 Vehicle maintenance ....

1.16 Vehicle accidents ....

1.17 Driver liability for accidents ....

1.18 Correcting community attitudes to project vehicles ....

1.19 Progress reports ....

1.20 General principles with regard to loans ....

1.21 Advances ....

1.22 Types of misconduct ....

1.23 Disciplinary procedures ....

1.24 Procedures for disciplinary hearings ....

1.25 Offences warranting instant dismissal ....

1.26 Grievance procedure ....

1.27 HIV/AIDS Policy ....

(TEMPLATE)

REPRIMAND NOTICE

This note serves to confirm that a verbal warning was given to:

Name:.. ....

Job Title:.. ....

On [Date].. ....

The nature of the verbal warning was:..................................... ....

....

....

....

It shall remain in force for 6 months, and this note will be kept on file.

Signed by Supervisor:..

Signed by witness [if present]: ....

Signed by employee: ....

(TEMPLATE)

WRITTEN WARNING

EMPLOYEE NAME:________________________________

JOB TITLE: ____________________________________DATE:_________________________

REASON FOR WARNING:

____

____

____

____

EMPLOYEE'S COMMENTS:

____

____

____

____

_______________________ _______________________

EMPLOYEE'S SIGNATURE CHAIRPERSON CC

_______________________ _______________________

DATE DATE

Notice to Employees:

1. Take note that repetition of the above conduct could lead to further written warnings and/or a final warning.
2. This reprimand will form part of your employment record and will be taken into account at any further disciplinary proceedings.
3. This warning will remain in force for 6 months.

(TEMPLATE)

FINAL WARNING

EMPLOYEE NAME:________________________________

JOB TITLE: ____________________________________DATE:_________________________

NATURE OF OFFENCE/COMPLAINT: ____

____

____

EVIDENCE RELIED ON BY CONSERVANCY: ____

____

____

EMPLOYEE'S VERSION (AND EVIDENCE): ____

____

____

DECISION AND REASONS: ____

____

____

______________________ ______________________
EMPLOYEE'S SIGNATURE CHAIRPERSON CC

______________________ ______________________
DATE DATE

Notice to Employees:

1. This final warning shall remain in force for a period of 6 months from today.
2. Repetition of this offence or any other offence for which you receive a final warning could lead to your dismissal.
3. This final warning will form part of your employment record and will be taken into account at any future disciplinary proceedings.
4. You have 30 days to appeal against this final warning.

(TEMPLATE)

NOTICE OF APPEAL

APPEAL AGAINST DISCIPLINARY ACTION IMPOSED

EMPLOYEE NAME:___________________________________

EMPLOYEE NUMBER:________________________________

____

In accordance with the provisions of the Disciplinary Code and Procedure,
I hereby appeal against the Disciplinary Action imposed on me at (time)___________h____________on (date)____/__________2_____, being (state nature of disciplinary action)

____

____

____

The nature of and grounds for the appeal are as set out below:

____

____

____

____

____

____

I, the undersigned, declare that the statements contained in this appeal are, to the best of my knowledge and belief, true and correct.

SIGNATURE:________________________________ DATE OF APPEAL:_______________________

(TEMPLATE)

PERFORMANCE IMPROVEMENT NOTICE

EMPLOYEE NAME:________________________________

JOB TITLE: ___________________________________DATE:__________________________

ASPECT(S) OF PERFORMANCE COMPLAINED OF:____

____

____

HAS THERE BEEN PRIOR VERBAL COUNSELLING/COACHING? YES/NO ______

EMPLOYEE'S COMMENTS:____

____

____

CORRECTIVE ACTION TO BE TAKEN BY EMPLOYEE & BY WHAT DATE:______________________

____

____

____

________________________ ________________________

EMPLOYEE'S SIGNATURE CHAIRPERSON CC

________________________ ________________________

DATE DATE

Notice to Employee:

1. If you do not improve your performance as set out above within the period of time, you could receive a final warning which may lead to your dismissal.
2. This notice will form part of your employment record and will be taken into account at any future disciplinary proceedings.

(TEMPLATE)

FINAL WARNING: UNSATISFACTORY PERFORMANCE

EMPLOYEE NAME:____________________________________

JOB TITLE:____DATE:______________________

NATURE OF OFFENCE/COMPLAINT:____

EVIDENCE RELIED ON BY CONSERVANCY:____

EMPLOYEE'S VERSION (AND EVIDENCE):____

DECISION AND REASONS:____

CORRECTIVE ACTION TO BE TAKEN BY EMPLOYEE:____________________________________

PERIOD BY WHICH ACTION MUST BE TAKEN:____

________________________	________________________
EMPLOYEE'S SIGNATURE	CHAIRPERSON CC
________________________	________________________
DATE	DATE

Notice to Employee:

1. Failure to improve your performance in the time period as stipulated above will lead to your dismissal.

(TEMPLATE)

NOTICE OF INQUIRY

TO:____

JOB TITLE: ____________________________________

FROM: ____DATE:_________________

1. Please note that you are required to attend an inquiry into your conduct.
   DATE:______________________ TIME:______________________

   PLACE:___________________________

2. NATURE OF THE CHARGE(S)/OFFENCE(S):____________________________________

   ____

   ____

3. DETAILS OF THE ALLEGED OFFENCE(S)/CHARGE(S):____________________________

   ____

   ____

   ____

4. You have the right without fear of victimisation to:
   4.1 the assistance of a fellow employee of your choice to help you present your case;
   4.2 call witnesses and produce evidence in support of your case;
   4.3 an interpreter, should you feel you may not fully understand what is said at the inquiry;
   4.4 lead evidence in mitigation if you are found to have committed the offence.

5. You are/are not suspended on full pay until the dated of the inquiry.

6. Please contact me urgently if you:
   6.1 require more time to prepare;
   6.2 require an interpreter;
   6.3 have any queries of any nature whatsoever.

DISCIPLINARY CODE & PROCEDURE (MISCONDUCT)

SCHEDULE OF OFFENCES

Management is responsible for the maintenance of discipline, promotion of stability and the fair and equal treatment of all employees. This disciplinary code and the procedures that underpin it form an integral part of the Contract of Employment between the conservancy and each employee. It applies to all employees. The purpose is to encourage disciplined conduct, which is to the advantage of and for the safety of each individual, as well as the promotion of the conservancy's goals and objectives.

The Code is divided into THREE categories:

MISCONDUCT – relating to the conduct (behaviour) of the employee

INCOMPETENCE – relating to the standard of performance of the employee

INCAPACITY – relating to an employee who is incapable of performing current work commitments due to factors beyond his/her control, e.g. injury or illness

Misconduct

Types of misconduct – the following examples of offences include, but are not limited to, the following lists:

Major Offences

Definition: ***Any criminal act involving conservancy finances, property, or staff, or any malicious act that undermines the conservancy's goals and objectives or is in direct contradiction with an employee's Employment Contract.***

Examples:

- Theft of project funds or property
- Fraud or failure to account for project funds
- Driving a vehicle under the influence of alcohol or prohibited drugs
- Deliberate falsification of reports or vehicle log books
- Malicious damage to conservancy property
- Wilfully disobeying or disregarding work-related written instructions or policies
- Maliciously undermining the reputation of the conservancy, a partner organization, or the national CBNRM programme
- Illegitimate or grossly negligent use or handling of funds or property
- Revealing confidential information to unauthorised persons
- Sexual harassment
- Racism
- Tribalism
- Promoting political parties while on duty
- Bribery
- Intimidation of other employees or community members
- Incitement of persons to commit unlawful acts or activities contrary to the interest of the national CBNRM programme

- Perjury in a court of law or conservancy disciplinary hearing
- Criminal assault
- Illegal striking in terms of the Labour Act
- Breach of any safety regulation contained in Namibian Law
- Any act or omission which has or could have the effect of jeopardising the safety of the employee concerned, a fellow employee, or a member of the public

Disciplinary action:

- First offence: Charge with misconduct and hold an internal disciplinary hearing.
- A major offence can result in suspension with or without pay while the outcome of the hearing is pending.
- The outcome may warrant a final written warning or a dismissal, or an alternative sanction to dismissal, depending on the findings at the hearing.

Serious Offences

Definition: *Any contravention of written policies or action that negatively affects the achievement of the conservancy's goals and objectives, damages their property or does harm to the good reputation of the conservancy or partner organisation.*

Examples:

- Under the influence of alcohol or prohibited drugs while on duty
- Failure to obey a clearly stated important instruction from a supervisor
- Failure to complete a given task in a reasonable time
- Failure to submit any required reports on time
- Failure to report a serious staff or other project-related problem the employee has become aware of
- Gross negligence or laziness
- Unauthorised use of equipment for private purposes
- Reckless driving of vehicles
- Use of project vehicles in contradiction to the written vehicle policy
- Failure to report damage done to vehicles or equipment
- Unauthorised or un-communicated absenteeism
- Abuse of sick leave
- Physical fighting with a colleague, client, or community member
- Use of abusive or racist language
- Working in an unfairly biased way towards an individual, group, or community

Disciplinary action:

- First offence: Written warning
- Second offence: Second written warning
- Third offence : Final written warning
- Fourth offence: Dismissal

<u>Minor Offences</u>

Definition: ***Any act of carelessness, negligence or disobedience to a verbal instruction that delays or disrupts a legitimate work activity of the employee or any other staff member of the conservancy or partner organisation.***

Examples:

- Failure to obey a reasonable day-to-day (routine) instruction
- Failure to report for duty at the designated time
- Absent from work without a legitimate reason
- Careless or negligent use of property
- Improper conduct while on duty
- Repeated excessive rowdiness or noisiness that interferes with other employees' work or recreation
- Being insolent towards a supervisor or other senior staff member

Disciplinary action:

- First offence: Verbal warning
- Second offence: First written warning
- Third offence :Second written warning
- Continued offences may lead to a final warning or a dismissal, or an alternative sanction to dismissal.

HAND-OUT #27

Job Performance and Training / Development Needs Assessment - MANAGER

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	**1**	**2**	**3**	**Needs Status**	**Comments**
1. Technical standards					
1.1 Joint Ventures			3	X	New to this topic as just negotiating our first JV. Needs a workshop.
1.2 Trophy Hunting		2			Has managed the TH contract well and got PH to comply.
1.3 Enterprises - campsite		2			Keeps involved with campsite staff and monitors standards and books.
1.4 HACSIS	1				The compensation scheme has worked much more smoothly this year.
1.5 Institutional Governance			3	X	Not all the aspects that need to be monitored are in place, e.g. staff management, benefit distribution plans. Needs coaching by support NGO personnel.
2. Management standards					
2.1 Report writing		2			Reports well-written and on time.
2.2 Financial administration			3	X	Leaves this aspect of his role to the book-keeper and has no oversight. Needs to get more involved and take responsibility jointly.
2.3 Leadership skills			3		Needs to work on the bigger picture – be proactive rather than reactive.
2.4 Supporting staff	1				Shows patience and helps them develop their potential.
2.5 Decision-making		2			Not afraid to take decisions and see them through, e.g. PH conflict.

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	**1**	**2**	**3**	**Needs Status**	**Comments**
3. Professional standards					
3.1 Communication skills		2			Presents the conservancy and its activities well to visitors eg exchange trip, donor field trip.
3.2 Problem solving		2			Analyses situations and suggests options, e.g. staff issues.
3.3 Work quality and quantity		2			This is acceptable, but will need to do even more next year as the conservancy starts another JV and builds a new office.
3.4 Organisation timeliness		2			Appears to be methodical, has put admin systems in place, meets most deadlines.
3.5 Working relationships	1				Respected and liked by committee, staff and partners.
3.6Commitment/motivation		2			Self motivated – works without direct supervision.
3.7 Reliability			3		Does not always do what he says he will do, e.g. arrange committee exchange trip.
General Comments: (mention strengths, required improvements and possible action)					

Signed by:

Staff Member: ______________________________ Staff Supervisor: ____________________________ Date: __________________________

Job Performance and Training / Development Needs Assessment – Book-keeper

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	**1**	**2**	**3**	**Needs Status**	**Comments**
1. Technical standards					
1.1 Recording income & expenditure		2			Keeps accurate and tidy records and regularly balances the books.
1.2 Managing petty cash		2			Records and cashbox match at the end of each week and month-end reconciliation.
1.3 Preparing annual budget			3	X	Seems to struggle to prepare a budget – items not included, e.g. forgot fuel and allowances last time. Needs workshop on Budgeting process.
1.4 Monitoring & reporting on budget			3	X	Appears to not check whether conservancy is following the budget. Does not make CMC aware of overspending on lines.
1.5 Producing financial reports to CMC & AGM	1				Prepares timely, detailed and accurate reports.
2. Management standards					
2.1 Report writing		2			Produces reports on time; they are neat and clear.
2.2 Financial administration					See above
2.3 Leadership skills					N/A
2.4 Supporting staff	1				Firm but fair when dealing with financial issues of staff.
2.5 Decision-making		2			Acceptable in own role – does not offer suggestions on wider issues.

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	**1**	**2**	**3**	**Needs Status**	**Comments**
3. Professional standards					
3.1 Communication skills		2			Communicates clearly in own language, but less confident in English.
3.2 Problem solving		2			Tries hard to follow up and resolve any financial queries.
3.3 Work quality and quantity			3		Tends to only be prepared to do financial duties and reluctant to take on anything else.
3.4 Organisation timeliness		2			Systematic and meets deadlines.
3.5 Working relationships	1				Professional in her approach to donors and NGO staff. Friendly with colleagues.
3.6Commitment/motivation			3		Would like to see her take on more of the admin workload when her co-workers are struggling.
3.7 Reliability		2			A good treasurer who takes her responsibilities seriously.
General Comments: (mention strengths, required improvements and possible action)					

Signed by:

Staff Member: ______________________________ Staff Supervisor: ____________________________ Date: _____________________________

Job Performance and Training / Development Needs Assessment – SECRETARY/OFFICE ADMINISTRATOR

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	1	2	3	Needs Status	Comments
1. Technical standards					
1.1 Arranging meetings		2			Prepares well and informs others in good time of the arrangements.
1.2 Minute-taking			3	X	Minutes sometimes lack all the detail needed, e.g. not all decisions and action points captured and are not distributed fast enough. Coaching required.
1.3 Keeping accurate records		2			Maintains the Attendance Register and leave records well; follows up missing monthly reports; prepares information required by committee readily.
1.4 Keeping a filing system			3	X	She can find papers she needs but anyone else struggles when she is not at work. Needs a more logical filing system.
1.5 Welcoming visitors			3		Friendly and polite, but constantly chews gum. Too often not in the office during office hours and therefor not present to deal with visitors.
2. Management standards					
2.1 Report writing					N/A
2.2 Financial administration					N/A
2.3 Leadership skills					N/A
2.4 Supporting staff		2			Very helpful to colleagues. Takes the time to sort out their problems.

	Performance Rating			Training/Development Needs and Comments	
Performance Factors	1	2	3	Needs Status	Comments
2.5 Decision-making			3		Appears to lack confidence to make decisions and defers to the manager unnecessarily.
3. Professional standards					
3.1 Communication skills		2			Good verbal and written skills.
3.2 Problem solving			3		Often fails to think for herself, and simply asks others to resolve the problem without offering any options/solutions herself.
3.3 Work Quality and Quantity			3		This has been affected by lots of short absences from work this year.
3.4 Organisation timeliness		2			When on duty, the office is well organised – it is neat, tidy and clean.
3.5 Working relationships		2			Friendly and helpful to everyone. A good ambassador.
3.6Commitment/motivation		2			When at work she gets on with her job, but will discuss at review meeting why she is taking so much time off.
3.7 Reliability			3		When absent, she frequently doesn't inform the manager.
General Comments: (mention strengths, required improvements and possible action)					

Signed by:

Staff Member: ______________________________ Staff Supervisor: ____________________________ Date: ____________________________

Conservancy (Name): ____

CBNRM Staff Management Action Plan

Period	___________ ___________ (E.g. Jan - March 2019)	Objective # ________ (E.g. Objective #1)		________________________________ ________________________________ (E.g. Implement a staff appraisal process)
Activity	**Action Officer**	**Start Date**	**End Date**	**Comments**

Staff Management

WORKSHOP EVALUATION FORM

Venue: ______________________________ **Date:** ________________________

Facilitator/s: ____

Evaluation		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The facilitator was knowledgeable about the workshop content.					
2.	The workshop content was well presented by the facilitator.					
3.	The workshop content was relevant.					
4.	The workshop content was easy to understand.					
5.	I gained new information.					
6.	I learnt new skills.					
7.	The allocated time for the workshop was sufficient.					
8.	The workshop met my expectations.					
9.	**Workshop logistics:**					
a)	Notice for the workshop was given on time.					
b)	The venue was appropriate.					
c)	Transport was well organised.					
d)	Meals and accommodation were satisfactory.					

ADDITIONAL QUESTIONS

1. **Which aspect (or aspects) of the workshop did you find the most valuable, and why?**

2. **Do you have any other comments/suggestions that could help with improving future workshops?**

3. **Do you need any follow-up training, or training in other areas? If so, please list them.**

RECRUITMENT & SELECTION CHECKLIST

Job vacancy: **Date to be filled by:**

Activity	Due date	Who is responsible	Completed	Remarks
Vacancy approved				
Write Job Description				
Advertise – draft and distribute				
Sort applications – choose who to interview				
Arrange interviews – notify candidates – select interviewers				
Hold interviews - select most suitable person				
Notify the successful candidate				
Once he/she has accepted job – prepare Contract of Employment				
Notify unsuccessful candidates				
Plan for Induction				
Complete HR admin, e.g. personal file; register SSC				

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

INDUCTION CHECKLIST

Name of employee: . ...

Job Title:... **Start Date:**................................

Subject	Completed by	Date	Comments
Welcome • Introduction to manager and supervisor • Complete and check any outstanding documentation and forms • Collect Tax and SS numbers • Issue security card, keys (as appropriate)			
Structure and organisation of the conservancy: • Brief history • Purpose & goals • Key stakeholders • Organisational structure • Executive/management structure • Locations • Teams • Future plans and developments			
Structure of the team: • Team structure and roles • Its relationship with other teams and partners • Introduction to other senior managers • Introduction to work colleagues • Tour of office (if appropriate)			
Job description: • Job duties • Responsibilities • Reporting line • Work location • Training needs and objectives • Training provision • Supervision and performance appraisals			
• Sign contract of employment • Explain work plan for first and second week			

Subject	Completed by	Date	Comments
Terms and conditions of employment: • Staff Policy issued • Probationary period • Hours of work, rest breaks and overtime • Salary, including when and how it will be paid • Running costs (if appropriate) • Annual leave entitlement and holiday rules • Sickness and other absence rules • Standards of dress • Standards of performance and behaviour expected • Disciplinary and grievance procedures • Notice periods • Other main terms and conditions (e.g. vehicle use) • Useful contacts for issues (e.g. salary queries, computer problems, etc.)			
Health and safety: • Safety hazards • Safety rules and precautions • Protective clothing • Smoking policy • Emergency procedures • Location of nearest fire exits • Location of fire fighting equipment • Fire alarm and drill • Location of first aid kit • Procedure for reporting accidents and location of accident book • Personal hygiene • First aid officers • Any dangerous substances, equipment or processes			
Use of equipment and restrictions on use: • Telephone • Computer, e-mail and Internet • Printer • Fax machine • Photocopier • Other equipment			

Date induction completed: ....

Signed by Supervisor: ....

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

STAFF APPRAISAL CHECKLIST

Name: **Job Title:**

Activity	Due date/s	Who is responsible	Completed	Remarks
Conduct regular performance review meetings				
Preparation for appraisal tasks: JD; review meeting notes; previous appraisal; feedback from other colleagues				
Write appraisal form NB: draft, review, final version				
Conduct Appraisal meeting & agree on a development plan				
Complete HR admin				
Conduct and feedback on Action Points				
Feedback on development plan/Monitor for improvement			ongoing	
Review process and own performance				

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

DISCIPLINARY CODE & PROCEDURE CHECKLIST

POOR PERFORMANCE

Name: **Job Title:**

Activity	Due date	Who is responsible	Completed	Remarks
Identify weaknesses and explain how to improve – verbally. Make notes and keep in staff file				
If no improvement: discuss and give a Performance Improvement Notice (PIN)				
If little improvement: give another PIN				
If no improvement: conduct an Inquiry. Decide if a Final Warning is necessary. Take minutes				
If no improvement after a final warning of unsatisfactory performance: conduct an Inquiry and dismiss. Take minutes				
Put reasons and dismissal terms in writing				
Admin tasks, e.g. file all papers relevant to poor performance and dismissal; cancel SSC, PAYE, pay final amount due and delete from payroll, retrieve equipment, archive staff file				

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

DISCIPLINARY CODE & PROCEDURE CHECKLIST

MISCONDUCT

Name: **Job Title:**

Activity	Due Date	Who is responsible	Completed	Remarks
An act of misconduct has been reported				
Manager investigates to determine whether an offence has been committed		Manager		
If not, case closed and person who reported it informed				
If yes, determine whether the offence is minor, serious or major				
If minor: give a verbal warning; make notes and keep in staff file				Reprimand Notice (Hand-out #19) valid 6 months
If serious: give a written warning – file letter				Written Warning (Hand-out # 20) valid 6 months
If major: charge person with offence, in writing. Conduct Inquiry (take minutes) and if person is guilty, decide on whether to give a final warning, or dismissal				Final Warning (Hand-out #21) valid 6 months
If given a final warning and person offends again, within 6 months, conduct another Inquiry (take minutes) and if guilty, dismiss				Write letter explaining why,when, final payment details. Incl a Cert of Employment Handout #1
Admin tasks, e.g. file all papers relevant to misconduct and dismissal; cancel SSC, PAYE, pay final amount due and delete from payroll, retrieve equipment, archive staff file				

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

DISCIPLINARY CODE & PROCEDURE CHECKLIST

INCAPACITY

Name: **Job Title:**

Activity	Due date	Who is responsible	Completed	Remarks
Check in with person regularly				
Ensure current Doctor's certificate				
Over 6 weeks – request Doctor's examination & report (conservancy covers cost)				
If can and will return to work: estimate of date; if can return to work but not to same job: investigate if another job can be offered				
If no alternative can be offered or Doctor specifies person is unfit to return: conduct a meeting with person to explain situation and agree termination date (1 month's notice); take minutes of meeting				
Put in writing reason for termination; date effective from; money due (i.e. salary to end date), outstanding holiday pay for untaken leave; severance pay (if employed over 12 months, i.e. 1 week's salary for every complete year of service). Attach Certificate of Employment				
Admin tasks, e.g. file all papers relevant to termination; cancel SSC, PAYE, pay final amount due and delete from payroll, retrieve equipment, archive staff file				

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

GRIEVANCE PROCEDURE CHECKLIST

Name: **Job Title:**

Activity	Due date	Who is responsible	Completed	Remarks
Employee writes complaint to CC	Received on			
CC nominates a representative to investigate and resolve	(Within 5 working days)			
If resolved: both employee and representative put in writing to CC				
If not resolved: CC must try to resolve – urgently				Rep. writes record of case and reason failed to resolve - to CC
If resolved: all parties sign to the resolution				
If not: case must be fully written up as the CC or employee may go to the Labour Commission to register the dispute	(Within 7 working days)			

This checklist is purely a guideline to help you take the proper steps and to comply with the law.

NOTES

NOTES

NOTES


Salambala Conservancy