

Blouberg Municipality



CHAPTER 12: GRIEVANCE RESOLUTION POLICY

1. PREAMBLE

The Blouberg Local Municipality believes in ensuring the highest standards of professional and ethical conduct. In pursuing these, the Municipality shall make all efforts to resolve grievances as quickly as possible with the utmost concern for reconciling and respecting the privacy concerns of staff members.

2. PURPOSE

The purpose is to ensure a fair environment to resolve problems and conflict as quickly as possible, through formal measures beyond informal and verbal interventions.

3. SCOPE OF APPLICATION

This policy applies to all staff members of the Municipality.

4. LEGISLATIVE AND POLICY FRAMEWORK

- Constitution of the Republic of South Africa Act, 1996 (Act No. 108 of 1996)
- Municipal Systems Act, 2000 (Act No. 32 of 2000)
- Labour Relations Act, 1995 (Act No. 66 of 1995)
- Employment Equity, 1998 (Act No. 55 of 1998)
- South African Local Government Bargaining Council: Collective Agreements

5. DEFINITIONS

All terminology used in this policy shall bear the same meaning as in the Regulations or applicable legislation, or as defined and / or explained in the Glossary of Terminology in the Human Resources Policies Manual.

6. PROBLEM STATEMENT

Clear grievance procedures are pivotal in ensuring recourse by both parties and to ensure that grievances are resolved in a just and fair manner.

7. POLICY PROVISIONS

7.1 Grievance resolution framework

7.1.1 The grievance resolution framework is aimed at providing management and staff members of the Municipality with a credible mechanism for resolving staff grievances fairly, objectively and expeditiously.

7.1.2 A staff member may not use the grievance resolution mechanisms –

- (a)** to amend any performance agreement or terms and conditions of any performance agreement concluded between that staff member and the Municipality;
- (b)** to process a disciplinary matter or dismissal; or
- (c)** for the purposes of collective bargaining.

7.1.3 All grievances shall be resolved as soon as possible and at the lowest possible level in the reporting structure.

7.1.4 A grievance that is brought to management's attention shall be considered in a fair manner.

7.1.5 Neither staff member nor his or her representative shall suffer any prejudice, directly or indirectly, including victimisation or occupational prejudice, in their employment because they lodged or participated in a grievance in terms of this policy.

7.1.6 The grievance proceedings shall be conducted in compliance with the standards of procedural fairness, using the latest or updated version of the grievance procedure entered by parties to the SALGBC.

7.1.7 The parties to the grievance shall disclose relevant documents which may assist to resolve a grievance except that no party is required to disclose information that –

- (a)** is legally privileged;
- (b)** the Municipality cannot disclose without contravening a prohibition imposed on it by any law or order of any court;

- (c) is confidential and, if disclosed, may cause substantial harm to a staff member or the Municipality; or
- (d) is private personal information relating to a staff member, unless that member of staff consents to the disclosure of the information.

7.1.8 All proceedings and meetings relating to a grievance shall be considered to be confidential.

7.2 Roles and responsibilities

7.2.1 The Municipal Manager or his / her delegated assignee(s) accept overall responsibility for the implementation and monitoring of the policy.

7.2.2 The financial implications related to implementing this policy shall be qualified and quantified by Human Resource Management in consultation with the Chief Financial Officer.

8. POLICY MONITORING AND EVALUATION

8.1 This policy shall be implemented and effective once recommended by the Local Labour Forum and approved by Council.

8.2 Non-compliance to the stipulations contained in this policy shall be regarded as breach of Code of Conduct, which shall be dealt with in terms of the Code of Conduct.

8.3 Head of Corporate Services shall carry out the monitoring and evaluation of the policy's implementation.

9. POLICY APPROVAL

This policy was formulated by HR Management in consultation with the Local Labour Forum.

Authorised by Municipal Manager:

Signature:  Date: 30/07/2024

Recommended by Portfolio Committee on Corporate Services:

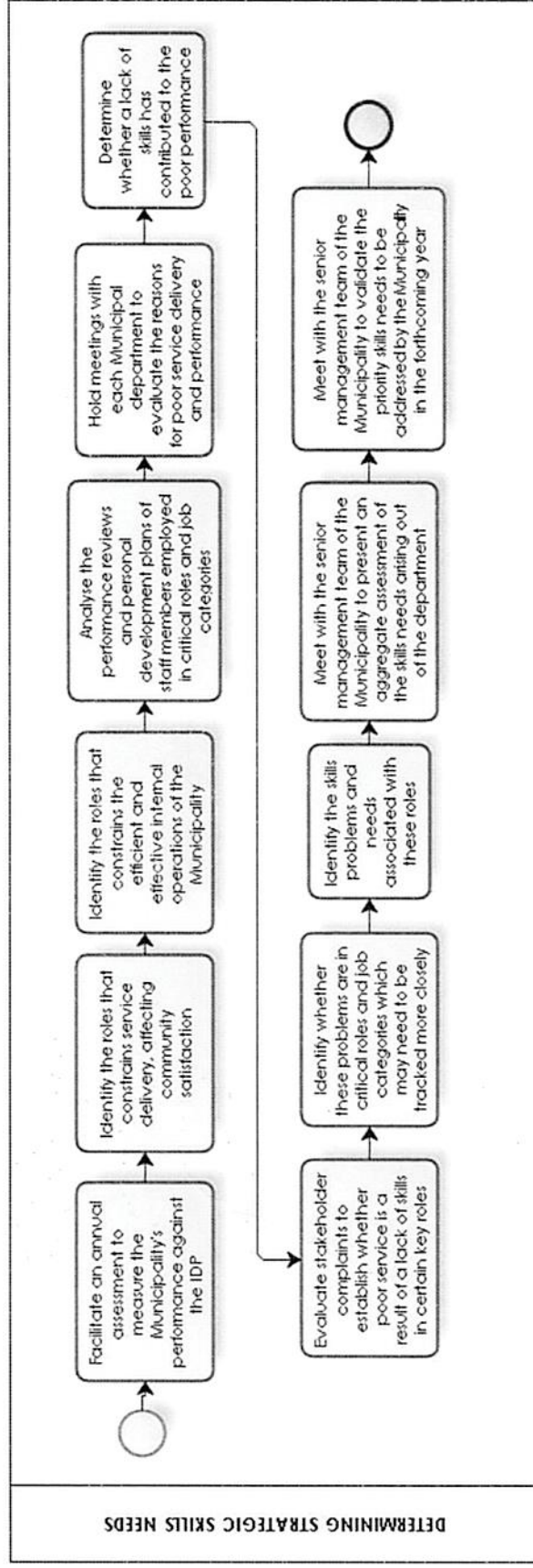
Signature:  Date: 30/07/2024

Approved by Municipal Council:

Signature:  Date: 30/07/2024

ANNEXURE A: DETERMINING STRATEGIC SKILLS NEEDS

DETERMINING STRATEGIC SKILLS NEEDS				
NO.	PROCEDURE STEPS	ACTORS	AVERAGE TIME TAKEN PER TRANSACTION	AVERAGE TRANSACTIONS PER MONTH (OR YEAR)
1.	Facilitate an annual assessment to measure the Municipality's performance against the IDP			
2.	Identify the roles that constrains service delivery, affecting community satisfaction			
3.	Identify the roles that constrains the efficient and effective internal operations of the Municipality			
4.	Analyse the performance reviews and personal development plans of staff members employed in critical roles and job categories			
5.	Hold meetings with each Municipal department to evaluate the reasons for poor service delivery and performance			
6.	Determine whether a lack of skills has contributed to the poor performance			
7.	Evaluate stakeholder complaints to establish whether poor service is a result of a lack of skills in certain key roles			
8.	Identify whether these problems are in critical roles and job categories which may need to be tracked more closely			
9.	Identify the skills problems and needs associated with these roles			
10.	Meet with the senior management team of the Municipality to present an aggregate assessment of the skills needs arising out of the department			
11.	Meet with the senior management team of the Municipality to validate the priority skills needs to be addressed by the Municipality in the forthcoming year			

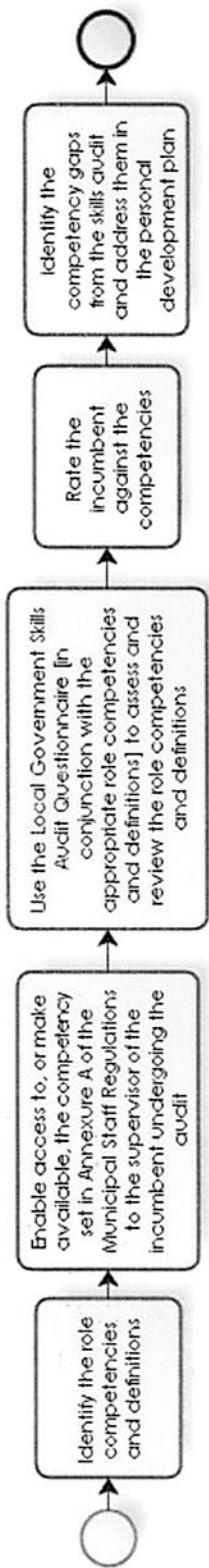


ANNEXURE B: STAFF SKILLS AUDIT

STAFF SKILLS AUDIT				
NO.	PROCEDURE STEPS	ACTORS	AVERAGE TIME TAKEN PER TRANSACTION	AVERAGE TRANSACTIONS PER MONTH (OR YEAR)
1.	Identify the role competencies and definitions			
2.	Enable access to, or make available, the competency set in Annexure A of the Municipal Staff Regulations to the supervisor of the incumbent undergoing the audit			

3.	Use the Local Government Skills Audit Questionnaire [in conjunction with the appropriate role competencies and definitions] to assess and review the role competencies and definitions				
4.	Rate the incumbent against the competencies				
5.	Identify the competency gaps from the skills audit and address them in the personal development plan				

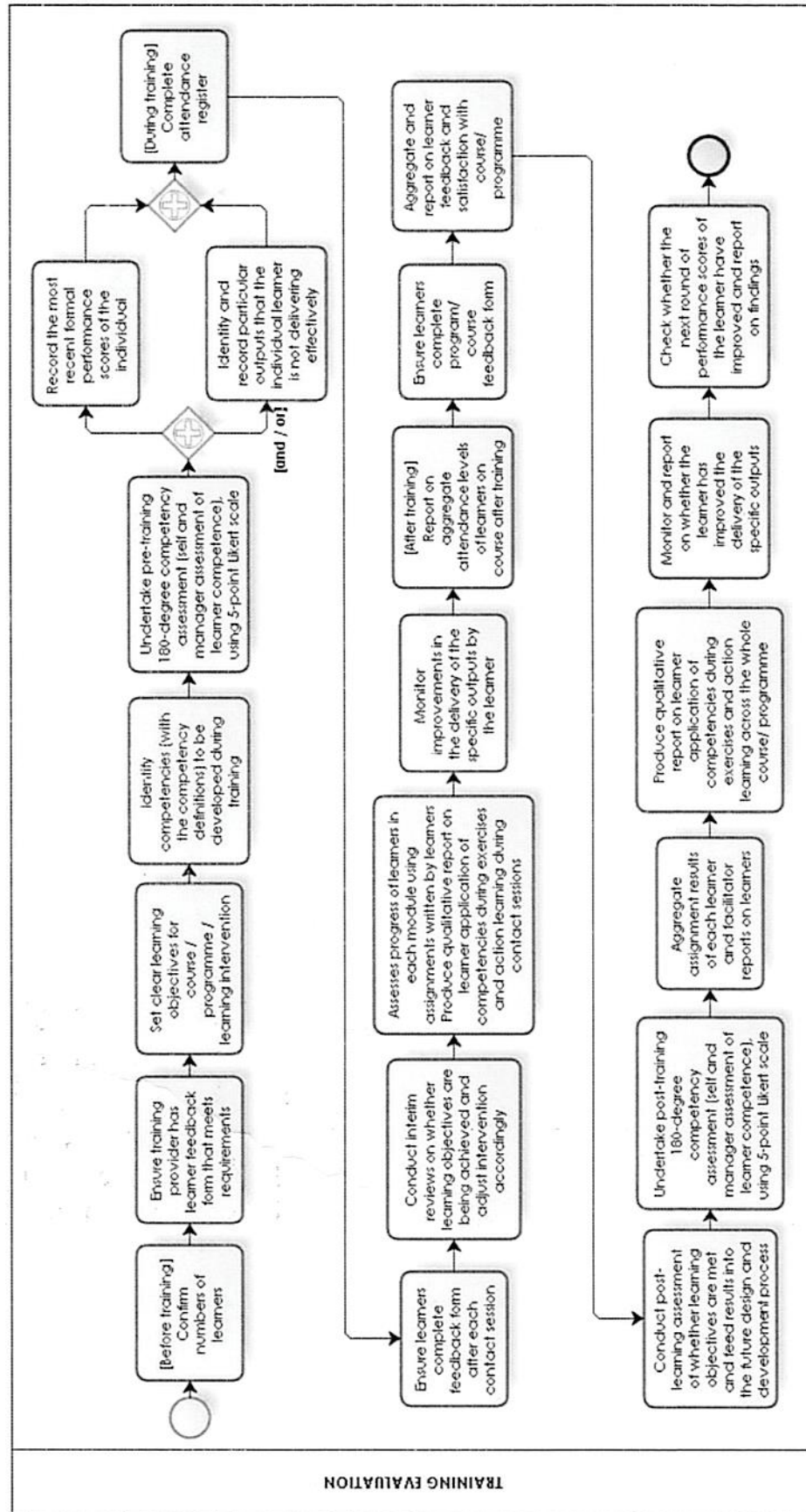
STAFF SKILLS AUDIT



ANNEXURE C: TRAINING EVALUATION

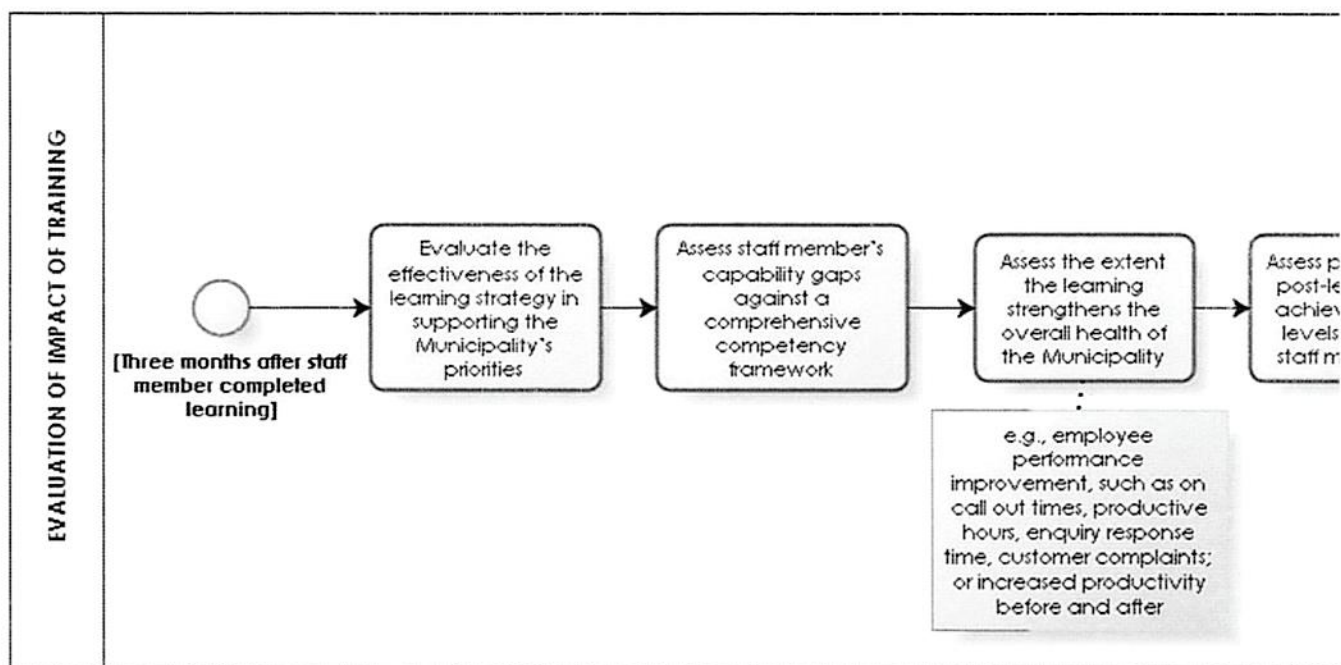
TRAINING EVALUATION				
NO.	PROCEDURE STEPS	ACTORS	AVERAGE TIME TAKEN PER TRANSACTION	AVERAGE TRANSACTIONS PER MONTH (OR YEAR)
1.	[Before training] Confirm numbers of learners			
2.	Ensure training provider has learner feedback form that meets requirements			
3.	Set clear learning objectives for course / programme / learning intervention			
4.	Identify competencies [with the competency definitions] to be developed during training			

5.	Undertake pre-training 180-degree competency assessment (self and manager assessment of learner competence), using 5-point Likert scale			
6.	Record the most recent formal performance scores of the individual			
7.	[and / or] Identify and record particular outputs that the individual learner is not delivering effectively			
8.	[During training] Complete attendance register			
9.	Ensure learners complete feedback form after each contact session			
10.	Conduct interim reviews on whether learning objectives are being achieved and adjust intervention accordingly			
11.	Assesses progress of learners in each module using assignments written by learners Produce qualitative report on learner application of competencies during exercises and action learning during contact sessions			
12.	Monitor improvements in the delivery of the specific outputs by the learner			
13.	[After training] Report on aggregate attendance levels of learners on course after training			
14.	Ensure learners complete program/ course feedback form			
15.	Aggregate and report on learner feedback and satisfaction with course/ programme			
16.	Conduct post-learning assessment of whether learning objectives are met and feed results into the future design and development processes			
17.	Undertake post-training 180-degree competency assessment (self and manager assessment of learner competence), using 5-point Likert scale			
18.	Aggregate assignment results of each learner and facilitator reports on learners			
19.	Produce qualitative report on learner application of competencies during exercises and action learning across the whole course/ programme			
20.	Monitor and report on whether the learner has improved the delivery of the specific outputs			
21.	Check whether the next round of performance scores of the learner have improved and report on findings			



ANNEXURE D: EVALUATION OF IMPACT OF TRAINING

EVALUATION OF IMPACT OF TRAINING			
NO.	PROCEDURE STEPS	ACTORS	AVERAG TAKEN P TRANSA
1.	[Three months after staff member completed learning] Evaluate the effectiveness of the learning strategy in supporting the Municipality's priorities		
2.	Assess staff member's capability gaps against a comprehensive competency framework		
3.	Assess the extent the learning strengthens the overall health of the Municipality [e.g., staff member performance improvement, such as on call out times, productive hours, enquiry response time, customer complaints; or increased productivity before and after]		
4.	Assess per- and post-learning achievement levels of the staff member		



ANNEXURE E: PERSONAL DEVELOPMENT PLAN

By completing a Personal Development Plan (PDP), a staff member takes charge of his or her own learning. A Personal Development Plan (PDP) enables learners to identify key areas of learning and development that will enable them to either acquire new or develop existing skills and behavioural attributes

BIOGRAPHICAL INFORMATION

This is the Personal Development Plan of:

Surname	
Name	
Post	
Division	

Personal details:

Identity Number	
Age	
Gender	
Race	
Disability	
Home Language	

Qualifications:

Please specify all formal qualifications obtained, as well as the NQF level of each qualification. Where study is completed, indicate the period of study. Where study is ongoing, indicate the start date of study as well as the possible date of completion.

Qualification	
NQF Level	
Institution	
Period of study	
Degree (s) or Diploma (s) obtained	

Qualification	
NQF Level	
Institution	
Period of study	
Degree (s) or Diploma (s) obtained	

Experience:

Please indicate all relevant work experience within and outside your current organisation. Please specify previous employers, positions held and period of employment.

Employer	Dates (from – to)	Position held

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Please list significant other training and development courses or programmes you have attended. Please add any certification awarded if applicable.

Training and Development courses	Dates of training	Certification (if applicable)

POST REQUIREMENTS

1. Entry Level Requirements

The entry requirements of the post are contained in the table below

Qualifications required for post		NQF Level		Qualification status/year obtained	

2. Role Competencies

The Table below contains the competence required by the incumbent for this post, as specified in the relevant job profile.

Skills required for the post	
Knowledge requirements for post	
Generic skills and behaviours required for post	

STAFF DEVELOPMENT NEEDS:

In the table below the priority competencies to be developed by the staff member, as identified during the skills audit, should be listed together with the interventions to develop these competencies.

Competencies to be developed	Competency Description	Functional / Managerial / Generic	Learning objectives	Type of intervention or mode/ form of learning delivery (e.g. formal training programme or on-the-job learning or coaching).	Responsible provider - facilitators, trainers, provider institution (e.g. universities, UOI, private provider, external coach, supervisor)	Estimated duration and cost of learning intervention	
						Duration	Cost
e.g. Oral communication	Listening to others and communicating in an effective manner that fosters open communication	Generic					