



DOWLAD G. PUNTLAND EE SOOMAALIYA

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PUNTLAND STATE OF SOMALIA

Ministry of Interior Affairs, Local Government & Rural Development

Human Resource Management for Local Governments



HRM 3:

HRM LIFE CYCLE

PARTICIPANT BOOK (DRAFT)

September 2014



SUPPORT PROVIDED BY UNITED NATIONS SOMALIA

DRAFT

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Foreword

Insert if required

Acknowledgements

Insert if required

Abbreviations Used

| | |
|--------|--|
| HR | Human Resources |
| HRM | Human Resource Management |
| MILGRD | Ministry of Interior, Local Government and Rural Development |
| OH&S | Occupational Health and Safety |
| UCoS | Uniform Conditions of Service |

Introduction

Aims and Objectives

Aim of the overall HRM training program

The aim of the HRM training program for local governments in Puntland is to support understanding and application of the procedures and forms outlined in the newly drafted 'Human Resource Manual for Local Governments, Puntland State', to ensure that the manual is correctly and consistently implemented.

The overall goal of improving HRM procedures in districts is to enable district administrations to *better undertake their mandated functions and more effectively deliver services to their communities.*

Specific training objectives

By the end of this training component HRM 3, participants should be able to:

- Put in place the Uniform Conditions of Service and Leave conditions as outlined in the Pocket Guide.
- Carry out the correct procedures for employee life cycle events such as transfer, promotion/demotion, and dismissal/separation.
- Conduct disciplinary procedures for misconduct in line with the severity of the offence according to the HRM manual.
- Prepare an OH&S checklist for the workplace, adapted to suit its conditions.
- Implement some of the actions from the Gender Action Plan, to improve opportunities for women in terms of employment by the District Council.

Anticipated training outcomes

As outcomes of the HRM training program, it is anticipated that participants will feel:

- Motivated to put into practice what they have learned about the new HRM procedures.
- Confident about their understanding of the new HRM procedures and their ability to put them into practice.
- Enthusiastic about how the new HRM procedures can assist their district to better deliver services to communities.

Target Participant Group

This training is designed for the following participants:

- All district personnel with a HR related role, such as HR Officers.
- Other relevant staff for example, from the Department of Administration and Finance.
- Members of the Promotions and Discipline Committee, which includes: Mayors, District Executive Secretaries, District Department Directors.

A summarised version of this module will be made available for other groups such as:

- Members of the District Council.
- Representatives of MILGRD/central government.

Overview of HRM training materials

| Component | Relevant Sections of the HRM Manual |
|--|---|
| HRM 1. Introduction to Human Resource Management | 1. Introduction 2. Roles and Functions of HR Units |
| HRM 2. Recruitment and Appointment | 7. Recruitment |
| HRM 3. Life Cycle of HRM | 5. Uniform Conditions of Service 6. Health and Safety 8. Transfer, Promotion, Demotion and Discipline 9. Separation 11. Leave |
| HRM 4. HR Budgeting and Payroll Management | 3. HR Planning and Budgeting 4. Payroll Management |
| HRM 5. Higher HRM Functions | 10. Performance Management 12. Training and Development |
| Optional Components (to be advised) | Office Communication Establishing and Maintaining a Filing System Preparing an Effective CV |

Glossary & Resources

- There is a **Glossary** of relevant terms and their meanings included at the end of this Participant Book.
- You will find a list of useful **Resources** for further information at the end of this Participant Book.

Timings & Methods

This HRM 3 training has been designed as a **one day** training session. The training aims to be interactive and participatory. In addition to lecture/presentations, the following training methods will be used:

- Group and plenary discussions
- Group exercises
- Brainstorm questions
- Review questions
- Action plans

Module Overview

| Session | What is covered? |
|---|---|
| Getting Started | <ul style="list-style-type: none"> • Welcomes, Introductions • Aims, Objectives • Expectations, Ground Rules |
| Session 1: Overview and UCoS | <ul style="list-style-type: none"> • HRM life cycle stages • Uniform Conditions of Service |
| Session 2: Health and Safety | <ul style="list-style-type: none"> • OH&S Checklist • Health and Safety issues in the workplace |
| Session 3: Gender Policy— Employment | <ul style="list-style-type: none"> • Gender Policy Action Plan • Diverse and inclusive workplaces |
| Session 4: Transfer, Promotion, Demotion | <ul style="list-style-type: none"> • Administration of transfers and promotions |
| Session 5: Discipline and Dismissal | <ul style="list-style-type: none"> • Categories of offences and penalties • Procedures for disciplinary action |
| Session 6: Separation | <ul style="list-style-type: none"> • Procedures for processing separations |
| Conclusion | <ul style="list-style-type: none"> • Summary • Action Plan • Assessment Task • Evaluation |

Getting Started

Session Objectives:

- Create a comfortable and encouraging learning environment.
- Provide an overview of the training, including aims and objectives.
- Understand participants' expectations of the training.
- Set some agreed ground rules for the training.

! In this session you will get to know your trainer/s and the other participants. You will find out what the training involves and what you are expected to do.

Here are some topics your trainer is likely to cover in this session:

- Welcome, Introductions and 'Housekeeping'
- Aims and Objectives of the Training
- Training Overview and Timetable
- Expectations and Ground Rules



'Icebreaker' Questions:

Briefly discuss the following with your neighbour:

- What are your **expectations** of this training?
- What do you think you can **contribute** to this training?
- Which **core HRM functions** (listed below) are important for this training in HRM Life Cycle?

Suggestion: Include some time for discussion and/or a Fact Sheet around what the HRM manual means for staff in general, to allay any concerns about current position, salary, conditions. (Someone senior e.g. ministry to lead this?) For example, does everyone need to reapply for their own positions? Will their current salary and benefits be diminished?

Core HRM Functions for all District Councils

- a. Establish and maintain a personnel file for each officer.
- b. Issue advertisements, interview appointments, examination sittings and results for all recruitment in collaboration with the Executive Secretary.
- c. Issue appointment and probation letters to staff in collaboration with the Executive Secretary.
- d. Prepare and Manage establishment register.
- e. Manage monthly attendance registers.
- f. Prepare and sign off monthly pay sheet.
- g. Manage changes to the payroll.
- h. Submit above documents to the relevant Head of Department (e.g. Director of Finance and Administration or Executive Secretary) and submit cover memo signed by the Head of Department as necessary.
- i. Finalize approved pay sheet for printing and submission to Finance Section or other responsible section.
- j. Ensure all documents for record of monthly salary payment are filed.
- k. Ensure the next month's pay sheet register forms are printed and distributed, in collaboration with the Payroll Officer.
- l. Manage the filing and archiving of hard copy payroll information.
- m. Safeguard employee contracts.
- n. Coordinate and support disciplinary hearings and action findings.
- o. Leave administration.
- p. Pension administration.

*Source: Human Resource Manual for
Local Governments, Puntland State, 2.3.1*



Links to the HRM Manual

For more information, see your
HRM Manual:

**2.3.2 Higher level HRM
functions**

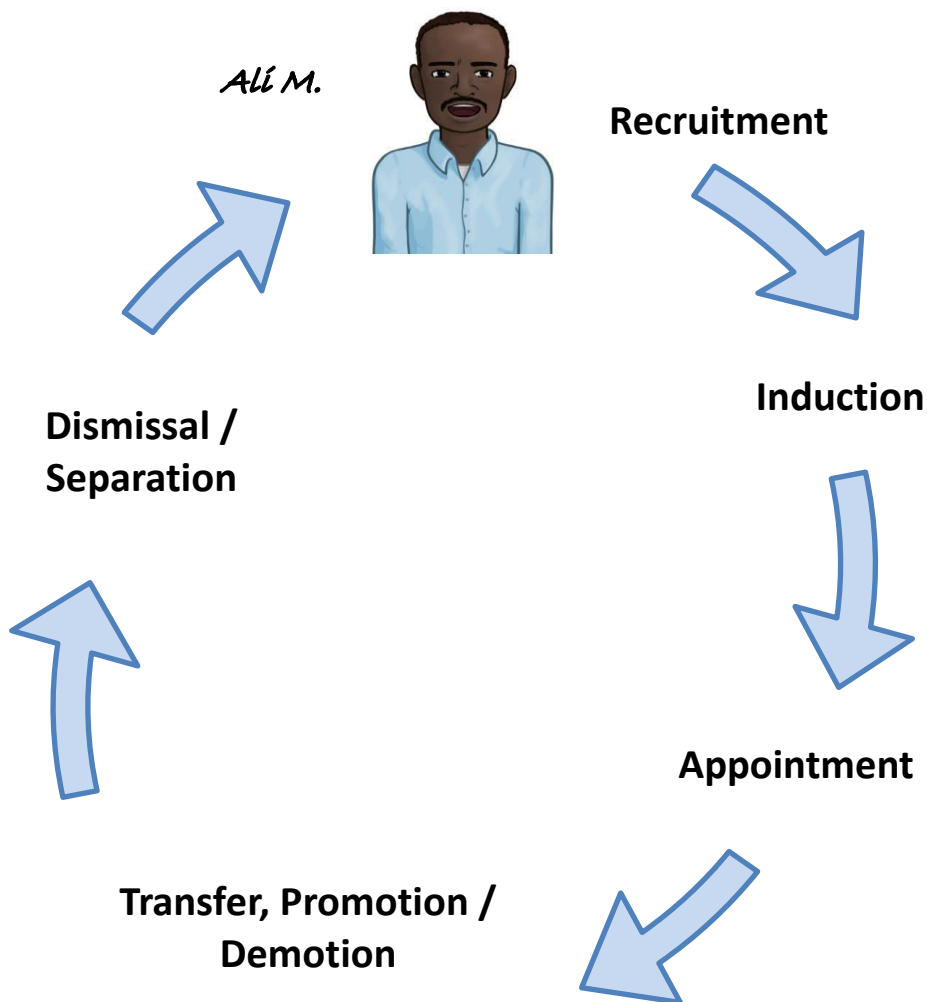
Overview of the HRM Life Cycle and UCoS

Session Objectives

By the end of this session participants will be able to:

- Identify the key stages in the HRM life cycle.
- Implement the Uniform Conditions of Service for all District Council employees.

Diagram 1: HRM ‘Life Cycle’



The ‘Recruitment, and Appointment’ sections of the HRM Life Cycle are covered in detail in the separate module **HRM 2 Recruitment and Appointment**.

The ‘Transfer, Promotion/Demotion’ and ‘Dismissal/Separation’ sections of the HRM Life Cycle are covered in detail in the **Sessions 4, 5, and 6** of this module.

Staff Induction—Uniform Conditions of Service (UCoS)

- When a staff member commences in a new position, they must be given an induction. Part of the induction process is the provision of standard information common to all staff, which is covered in the HRM manual, Section 5. Uniform Conditions of Service and Section 11. Leave.
- This information has been summarised in a Pocket Guide, for use as a quick reference document for all district staff.
- The induction should also present information about Health and Safety in the Workplace, and Gender Policy in Employment. These are covered in detail in **Sessions 2 and 3**.



Links to the HRM Manual

For more information, see your HRM Manual:

- 5. Uniform Conditions of Service**
- 11. Leave**

Exercise 3.1: Implementing UCoS in your district

This exercise is designed to familiarise you with the Uniform Conditions of Service, (UCoS) and Leave Conditions for District Council workplaces, and to encourage you to think about what steps you can take to implement these conditions in your workplace.

You will work in groups to read the Pocket Guide and do the following tasks:

- Identify a list of the **top 10 points** that your group thinks are the most important for staff to know and your reasons why.
- In plenary, the lists will be collated and ranked. Then, your group will be allocated **1** point to look in more detail and asked to prepare a brief presentation, which includes:
 - A summary of the point.
 - Opinion on how similar or different this point is from what currently takes place in your district.
 - How this point might be implemented in your district.

How can HR Officers ensure that Uniform Conditions of Service are implemented in the workplace?





Review and Action

- This session has presented the HRM life cycle and looked in detail at one aspect—the Uniform Conditions of Service and Leave conditions that all employees should be made aware of as part of their induction process.
- In terms of what this means for the workplace, it will be a responsibility of the HR Officer and others in senior roles, such as Mayor, Executive Secretary and Department Directors, to work towards the implementation of the Uniform Conditions of Service in their District Council workplace.
- At the end of this Participant Book there is an Action Plan for further action in the workplace. Taking something you have learned from this session, make an entry in your Action Plan about how to move forward with regard to the implementation of the Uniform Conditions of Service in your workplace. An example has been provided for you.

Session 2

Health and Safety in the Workplace

Session Objectives

By the end of this session participants will be able to:

- Discuss the importance of a Health and Safety plan in the workplace.
- Establish Health and Safety guidelines and a checklist for their district workplace, using the relevant form in the HRM manual.



Questions for Discussion

- Does your District Council workplace have a Health and Safety plan in place? Is there a designated Health and Safety Officer for the District Council?
- Health and Safety considerations are often overlooked in the workplace, despite their importance. Why do you think this is the case, and what can be done to raise awareness among district staff?
- What are some of the key health related issues facing district employees? What support should be offered to staff with such health issues?

Key Points about Occupational Health and Safety

- Until a standard Occupational Health and Safety (OH&S) guideline is developed by the Ministry, each District should establish its own guidelines, based on 6.1 in the HRM manual.
- The District Council should appoint an officer to be the Occupational Health and Safety Coordinator, in addition to his or her main duties. These include:
 - quarterly inspections of council premises
 - preparing health and safety strategies
 - keeping records of inspection findings
 - recording incidents and accidents
 - ensure safe installation of equipment
 - supply of fire extinguishers, first aid kits.
- Key workplace health issues addressed in the HRM manual include smoking and khat (6.4); alcohol and drugs (6.5); HIV/AIDS and tuberculosis (6.9); and mental health (6.10).



Links to the HRM Manual

For more information, see your HRM Manual:

6.1 Health and Safety Practices

6.2 Occupational Health and Safety Guideline

6.3 Occupational Health and Safety Coordinator

Exercise 3.2: Develop an OH&S Checklist

In this exercise you will familiarise yourself with the format for an OH&S Checklist, and modify this to suit your own district workplace.

In groups, look at the Checklist provided in *Exercise Sheet 1* below and address the following:

- Is it possible to identify from this checklist, things that the District Council is doing in a satisfactory way [O], or that requires action [X]?
- Is there anything you could add to or amend in this checklist, in order to adapt it to suit the unique conditions of your own district workplace?

Exercise Sheet 1: OH&S Checklist (See *Annex 7* of the HRM manual)

Occupational Health and Safety Office Inspection Checklist

This example does not list all the possible items for office health and safety inspections.

The best checklist for your workplace is one that has been adapted for your specific needs.

| Inspectors: | Date: | | |
|--|---------------------|-----------|----------|
| | (O) Satisfactory | | |
| | (X) Requires Action | | |
| | Location | Condition | Comments |
| Bulletin Boards and Signs | | | |
| Are they clean and readable? | | | |
| Is the material changed frequently? | | | |
| Floors | | | |
| Is there loose material, debris, worn carpeting? | | | |
| Are the floors slippery, oily or wet? | | | |
| Stairways and Aisles | | | |
| Are they clear and unblocked? | | | |
| Are stairways well-lighted? | | | |
| Are handrails, handholds in place? | | | |
| Are the passageways free of storage and other materials? | | | |

| Equipment | | | |
|---|--|--|--|
| Are guards, screens and sound-dampening devices in place and effective? | | | |
| Is the furniture safe? | | | |
| - worn or badly designed chairs | | | |
| - sharp edges on desks and cabinets | | | |
| - crowding | | | |
| Are ladders and roof access safe, and well maintained? | | | |
| Emergency Equipment | | | |
| Are fire extinguishers supplied in all buildings and on all floors? | | | |
| Are staff members trained in using fire extinguishers? | | | |
| Is all fire control equipment regularly tested and certified? | | | |
| Is fire control equipment appropriate for the type of fire it must control? | | | |
| Building Evacuation Procedures | | | |
| Is a building evacuation procedure in place in case of fire? | | | |
| Are building exits clearly marked? | | | |
| Is the evacuation assembly area marked and clearly identified? | | | |
| Are fire drill held at least one each quarter? | | | |
| Are fire wardens appointed and trained by the Fire Brigade? | | | |
| Building | | | |
| Check the following structures to ensure safety: | | | |
| - swinging doors | | | |
| - floor and wall openings | | | |
| - ladders, stairways and ramps | | | |
| - guardrails | | | |

| | | | |
|--|--|--|--|
| Are materials stored safely? | | | |
| Dangerous Substances | | | |
| Are there any dangerous substances – petrol, kerosene, wood piles | | | |
| - If yes, are the products properly labelled? | | | |
| - If yes, are they stored to minimize danger to staff? | | | |
| - If yes, are workers trained in how to manage these products safely? | | | |
| Sanitation | | | |
| Are washrooms and food preparation areas clean? | | | |
| Are the following provided adequately? | | | |
| - toilets | | | |
| - potable water | | | |
| - lunchrooms | | | |
| Are measures in place to prevent the spread of disease? | | | |
| Security | | | |
| Do entry and exit procedures provide workers personal security at day and night? | | | |
| Are emergency (evacuation, fire, bomb threat, hostile person) procedures in place? | | | |
| Lighting | | | |
| Are bulbs missing? | | | |
| Are any areas dark? | | | |
| Material Storage | | | |
| Are materials neatly and safely piled? | | | |
| Are there stepladders or stools to get to materials on higher shelves? | | | |
| Are storage shelves overloaded or beyond their rated capacity? | | | |
| Are large and heavy objects stored on lower shelves? | | | |
| Are passageways and work areas clear of obstructions? | | | |

| General | | | |
|--|--|--|--|
| Are extension cords used extensively? Are they secured? | | | |
| Are electrical or telephone cords exposed in areas where employees walk? | | | |
| Are generators and machines properly enclosed? | | | |
| Is electrical wiring properly concealed? | | | |
| Does any equipment have sharp metal projections? | | | |
| Are wall and ceiling fixtures fastened securely? | | | |
| Are paper and waste properly disposed of? | | | |
| Are desk and file drawers kept closed when not in use? | | | |
| Are office accessories in secure places? | | | |
| Are materials stacked on desks or cabinets? | | | |
| Are file cabinet drawers overloaded? | | | |
| Are file cabinets loaded with the heaviest items in the bottom drawers? | | | |
| Are filing stools or wastebaskets placed where they might be tripping hazards? | | | |
| First Aid And Medical | | | |
| Are first aid kits available in all departments? | | | |
| Are some staff members trained in first aid to assist staff with small injuries? | | | |
| Are there procedures for workplace accidents – ambulance and medical contacts? | | | |



Review and Action

- As we have discussed, health and safety considerations are an important, but often overlooked aspect of a well-functioning workplace.
- It will be important for senior staff to manage the process and ensure that health and safety guidelines are adhered to. An unsafe or an unhealthy workplace can result in high absenteeism, which translates to low productivity in the workplace overall.
- At the end of this Participant Book there is an Action Plan for further action in the workplace. Taking something you have learned from this session, make an entry in your Action Plan about how to move forward with regard to the implementation of the HRM manual in your workplace. An example is provided below:
 - *Appoint an OH&S Coordinator for the District Council, and work with them to customise the OH&S Checklist for the workplace. Ensure they have adequate time and opportunity to conduct their additional duties.*

Session 3

Gender Policy—Employment

Session Objectives

By the end of this session participants will be able to:

- Recognise some of the employment-related gender issues that are faced by women in the workplace.
- Identify actions for implementing in the workplace to achieve the gender policy goals and guiding principles relating to employment in Puntland.

Discuss this with Toril given no equivalent policy in PLD.



Questions for Discussion

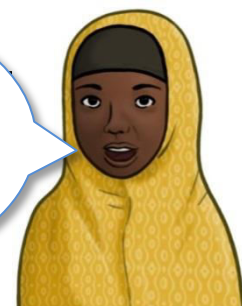
- The **National Gender Policy** on employment identifies the creation of a 'favourable environment' in order for all to participate and benefit equitably from productive work in all sectors of development. What does the idea of a 'favourable environment' in the workplace mean to you? To what extent is your workplace currently a 'favourable environment'?
- What are some of the benefits of having a diverse workplace that is inclusive and supportive of both women and men?

Exercise 3.3: Gender Policy Scenarios

This exercise is designed to introduce you to the specific gender policy statements around employment in Puntland and provides a lead in to thinking about what kinds of action can be taken back in the workplace to make District Councils more equitable and favourable in terms of gender.

In groups, read the gender policy statements and consider the scenarios in **Exercise Sheet 2**, which are based on some of the the employment gender policy statements from the **National Gender Policy**, and answer the questions that follow each scenario.

Let's work together to create a more inclusive and supportive workplace.



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Puntland Gender Policy Goals and Principles— Employment

4: GENDER POLICY GOALS AND GUIDING PRINCIPLES

4.4.6. Employment

Introduction

Government shall create a favourable environment to enable women, men and the vulnerable segments of the society to participate and benefit equitably from productive work in all sectors of development.

The few women employed in the formal sector are in low-paid stereotyped jobs which limit their ability to break through to higher echelons of management and decision-making where economic decisions that affect their lives are made.

Objective

Improving the participation of women in employment generally, and enhancing their status and well-being socially, economically and politically.

Policy Statements

- Ensuring the equitable sharing of the benefits of economic development between men and women.
- Increasing and diversifying women's employment opportunities, especially for the poor and destitute and those without conjugal means of livelihood.
- Ensuring the provision of protective laws for all types of work.
- Ensuring that the principle of equal pay for equal work be implemented.
- Eliminating discriminatory practices against women employees in matters pertaining to promotions, further training opportunities, and participation in decision-making.
- To advocate for the elimination of gender disparities in access to new skills, training, credit, appropriate technologies and markets.

Exercise Sheet 2: Gender Policy Scenarios

Scenario 1

Hamdi is a young clerk working at Abyan District Council. Hamdi has been working in her role for about six months, and has noticed that her male colleagues, who are also clerks, have all been sent to training courses in recent months, but she has not been chosen to attend any training. Hamdi was married two months ago and wonders if this has anything to do with it.

When identifying candidates to send away to training, the Mayor of Abyan Council never selects young, married women, saying *‘What is the point of investing in training these girls? They will just go away to have babies soon anyway.’*

Questions:

- Which policy statement does this scenario relate to?
- What are the issues that could arise from this kind of attitude towards young women in the workplace? How can they be addressed?

Scenario 2

Fatima and Mohamed are qualified young professionals with similar levels of experience. They both applied for two positions as Registration Officers in Abyan District Council. Mohamed was offered a position at a B7 level, and Fatima was offered a position at a B10 (lower) level. Even though the two employees would be performing the same role and were similarly qualified and experienced, the Employee Commission felt that because Mohamed was a man with a young family, he would need a higher monthly salary than Fatima, who was a young, single woman.

Questions:

- Which policy statement does this scenario relate to?
- What are the issues that could arise from this kind of imbalance in pay levels? How can they be addressed?

Scenario 3

Asha is the HR Officer for Aryan District Council. While she has an important role in the smooth running of all HRM activities for the district, she is often not consulted by members of the Employee Commission when making decisions related to HRM. Asha feels that her opinions are not respected highly, just because she is a woman. The HRM manual (Section 2.4) states that the HR Officer:

...provides guidance to all District Council departments on how to establish a position, how to fill the position, how to induct the new officer, how to manage performance, leave, training and development, how to manage discipline, grievance and staff termination. The HR Officer has the right to advise on all HR matters in the Regulation and this manual, whether his/her advice is sought or not...

Questions:

- Which policy statement does this scenario relate to?
- What can Asha do to ensure that she can fulfil her role as an adviser on HR matters for the district?
- What suggestions would you make to the Employee Commission about their current approach to decision-making?

**Review and Action**

- Gender issues regarding employment are particularly important for local governments, who are well-placed to offer opportunities to women and benefit from their skills and knowledge.
- It is very important to put into place some actions around creating a more gender-balanced workplace, and one which can be described as a 'favourable environment' for all employees, and particularly women.
- There is a designated 'Gender Action Plan' below, for recording some specific steps that can be taken back in the workplace with regard to achieving some of the gender policy goals. An example has been provided to get you started.

Gender Policy Action Plan

From what you have learned in this session, please identify **3** things that could be done in your workplace to address some of the gender-related issues that commonly occur and which will contribute towards the achievement of the employment policy statements in the **National Gender Policy**. An example has been provided for you.

| Activity | Who is responsible? | By when? |
|---|--|--|
| <i>Conduct a 'gender audit' of District Council staff. For example, how many staff members are women? What kind of roles do they carry out? How many of these are senior roles?</i> | <i>Small team comprised of HR Officer and 2 others. Must include at least 1 woman.</i> | <i>Within 4 weeks of completing this training.</i> |

Transfer, Promotion, Demotion

Session Objectives

By the end of this session participants will be able to:

- Describe the circumstances under which a transfer, promotion or demotion are applicable.
- Conduct the process for the administration of transfers and promotions, using the required forms.

Key points—Transfer, Promotion, Demotion

- Mayor and Executive Secretary have authority to **transfer** staff internally. Transfers should be based on the operational needs of the district council and competence of the officer and not based on clan, family, belief, gender or other factors illegal under the Constitution, and Laws No. 5 and 7.
- Promotion can be either a ‘vertical’ step (increase in grade) or a ‘horizontal’ step (increase in increment within a grade).
- A **vertical promotion** can be gained when:
 - A vacant position is available and the officer meets the requirements (through competitive examination)
 - An officer qualifies for a more senior position through gaining qualifications (for example, a university degree).
- A **horizontal promotion** can be earned by an assessment of ‘excellent’, ‘good’ or ‘fair’ in their annual performance appraisal.
- A **demotion** is the reduction of an officer to a lower position or lower rank in position than the one currently held, as a result of disciplinary action (see **Session 5**), or due to a performance assessment of ‘poor’ or ‘very poor’.
- An officer who is recognised as having superior competency, honesty, capability and discipline, shall have the right to be **honoured** by the following means:
 - Written Letter of Honour
 - Certificate of Honour
 - Prize/amount of money given as a special reward



Links to the HRM Manual

For more information, see your HRM Manual:

- 8.2 Transfers within or outside the District Council**
- 8.3 Promotion**
- 8.3 Demotion**
- 8.4 Honours, Incentives and Awards**

Diagram 2: Transfer Administration

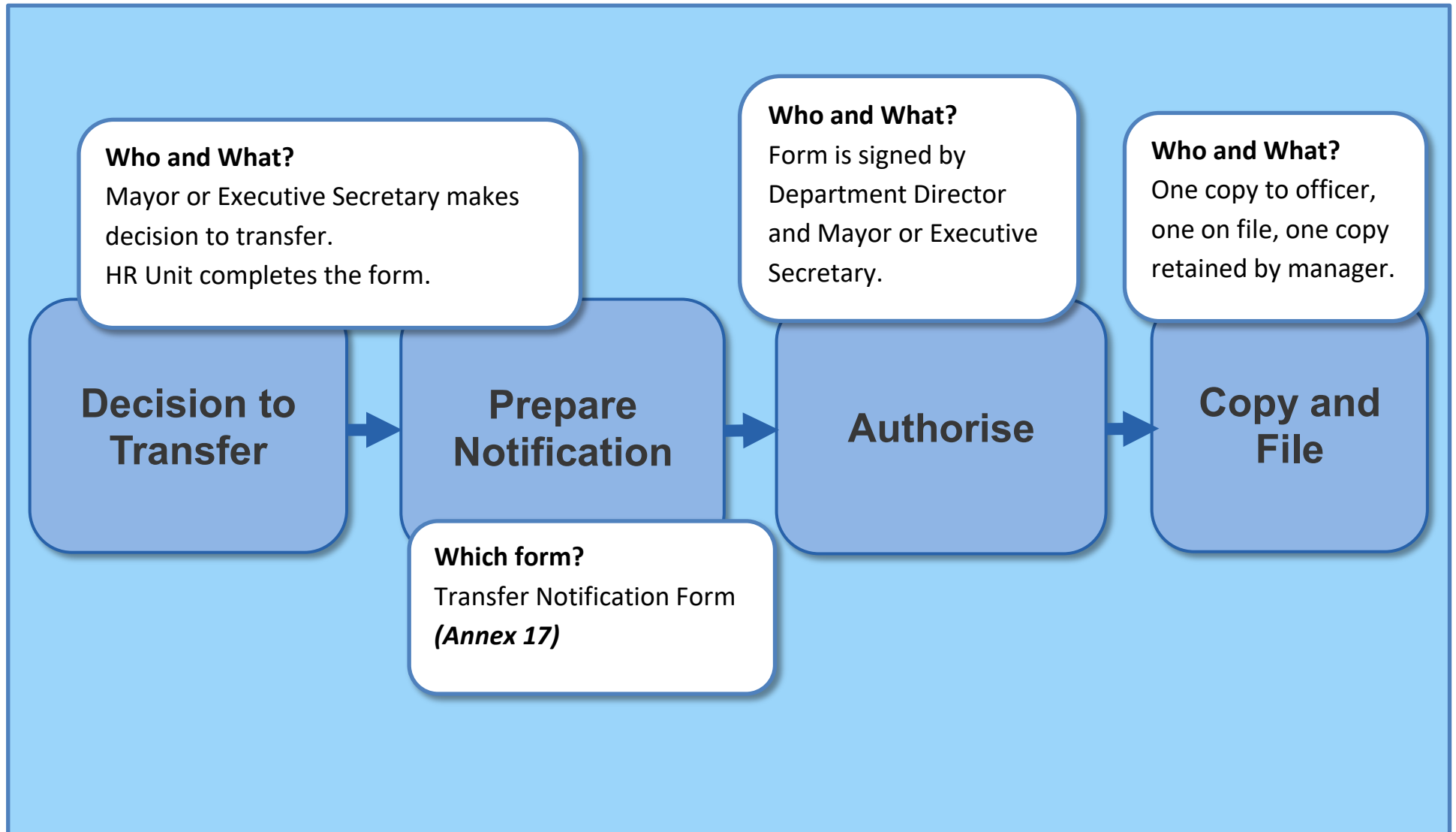
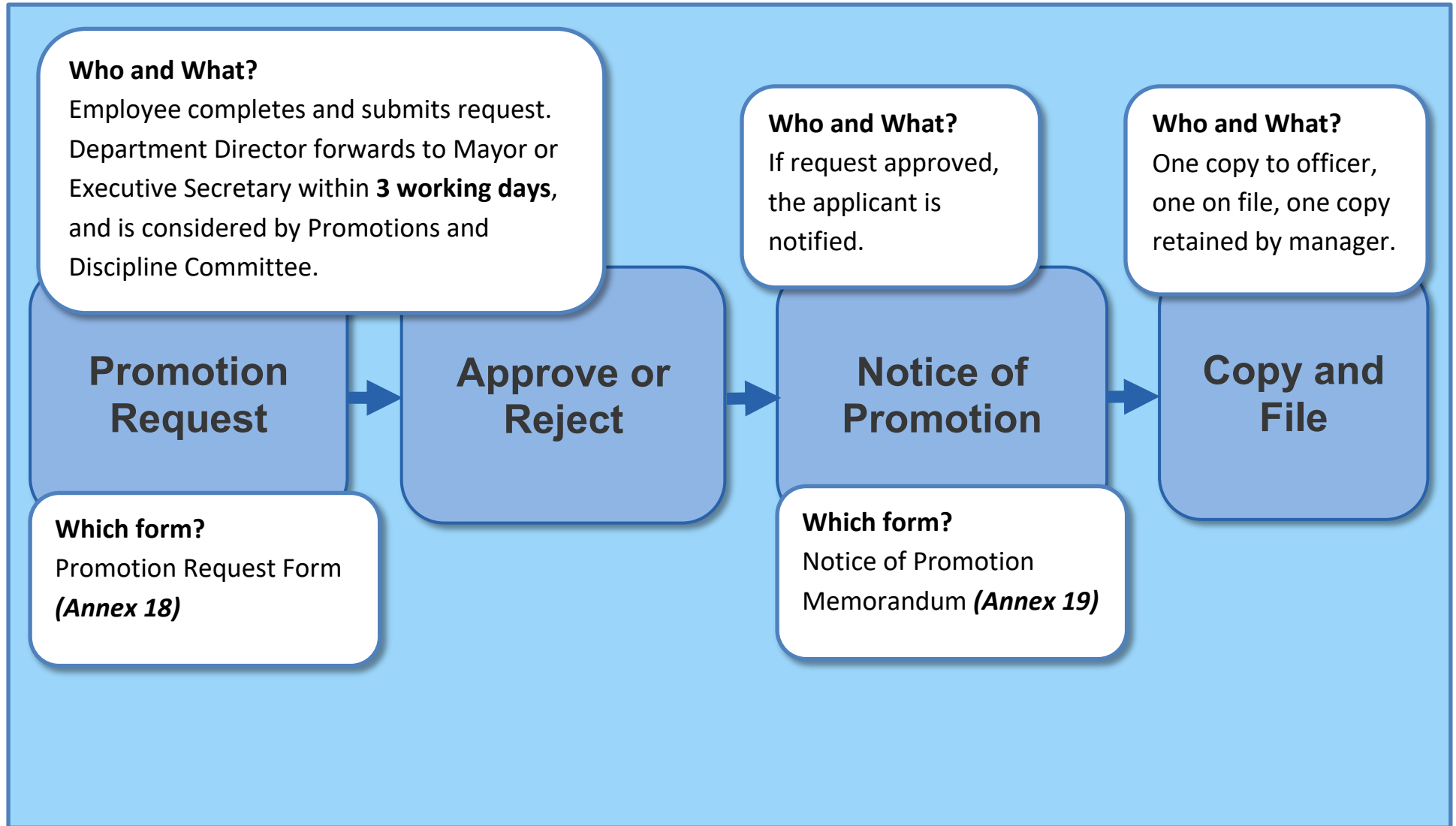


Diagram 3: Promotion Administration



Example 1: Promotion Request Form (See *Annex 18* of the HRM Manual)

| PROMOTION REQUEST FORM | |
|---------------------------------|----------------------------|
| ABYAN DISTRICT COUNCIL | Address: Tel: Email: |
| RETURN THIS FORM TO THE HR UNIT | |

| | |
|---------------|-----------------------------------|
| From: | <i>Ali M.</i> |
| Department: | <i>Administration and Finance</i> |
| Section/Unit: | <i>Accounts</i> |
| Date: | <i>15 Dec 2015</i> |

| REQUEST FOR PROMOTION |
|---|
| 1. I wish to apply for promotion to the (STATE NEW GRADE, STEP OR POSITION). <i>B grade, Step 6, second increment</i> |
| 2. My reasons for this application are as follows: <ul style="list-style-type: none"> ▪ <i>I was assessed as 'Excellent' in my 12 month performance appraisal.</i> ▪ <i>I received a Certificate of Honour in August for demonstrating transparency and professionalism in my role as Accounting Officer.</i> |

| DEPARTMENTAL COMMENTS | |
|---|---|
| COMMENTS BY DEPARTMENT DIRECTOR: <i>Ali is very competent and hardworking and I support his application for promotion to B6 second increment</i> | |
| Signature of Department Director: | <i>M. Hassan</i> |
| Name and title of Department Director: | <i>M. Hassan, Director Department of Administration and Finance</i> |
| Date: | <i>15 Dec 2015</i> |
| EXECUTIVE SECRETARY DECISION | |
| Application approved/not approved: | <i>Approved</i> |
| EXECUTIVE SECRETARY COMMENTS: | |
| Signature of Executive Secretary: | <i>I Trustworthy</i> |
| Name of Executive Secretary: | <i>Ibrahim Trustworthy</i> |
| Date: | <i>17 Dec 2015</i> |
| HR UNIT AND PAYROLL UNIT ACTIONS | |

| ACTION | SIGNED DONE |
|----------------------------|----------------|
| 1. Personnel record noted. | <i>Asha S.</i> |
| 2. Payroll change noted. | <i>Asha S.</i> |
| NOTES/COMMENTS | |

Example 2: Notice of Promotion Memorandum (See *Annex 19* of the HRM Manual)

**ABYAN DISTRICT COUNCIL
INTERNAL MEMORANDUM**

TO: Ali M.
FROM: Executive Secretary
DATE: 21 December 2015
SUBJECT: NOTICE OF YOUR APPLICATION FOR PROMOTION

1. I refer to your application for promotion dated 15 December 2015.
2. I wish to inform you that your application has been approved by the Executive Committee of the District Council.
3. The reasons for this decision are as follows:
 - Your assessment as 'Excellent' in your annual performance appraisal.
4. Any action required by the HR and Payroll Units will be taken as required by this decision.
5. Congratulations on your promotion and we welcome your continued hard work and contribution to our district.

J Trustworthy

Executive Secretary

Date: 21 December 2015

CC: Department Director
HR Officer
Payroll Officer

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Questions for Discussion

- Based on the above examples, discuss the following:
 - What type of promotion did Ali apply for, a vertical or horizontal promotion? How do you know?
 - What specific tasks has Asha as HR Officer been required to manage in this process?



Thank you, for your support.

Well done Ali.



Review and Action

- This session has aimed to outline the processes and paperwork required for transfers and promotions.
- What this means for districts is that it will be a requirement to use these forms and follow the process in the workplace, to the fullest extent possible.
- At the end of this Participant Book there is an Action Plan for further action in the workplace. Taking something you have learned from this session, make an entry in your Action Plan about how to move forward with regard to the implementation of the HRM manual in your workplace.

Discipline and Dismissal

Session Objectives

By the end of this session participants will be able to:

- Identify what constitutes a minor, regular or serious misconduct and what disciplinary actions apply.
- Conduct procedures for handling different types of disciplinary issues in accordance with the HRM manual.



Asha the HR Officer

- Asha is the HR Officer for Abyan District Council. She takes her role very seriously and exercises the ‘highest standards of integrity, honesty, moral conduct and behaviour’, as is expected of all District Council officers.
- As part of her role, Asha is responsible for the procedural management of disciplinary issues that are handled by the Promotion and Discipline Committee. The Committee is responsible for handling all serious misconduct and disciplinary issues. **Diagram 4** below shows us the composition of the Promotion and Discipline Committee.
- In order to ensure there is a fair and consistent approach to the enforcement of standards of conduct, all disciplinary procedures should be well documented and accurate records kept by the HR Unit and the relevant manager.



Questions for Discussion

- What examples of behaviour in your workplace do you think illustrate the ‘highest standards of integrity, honesty and moral conduct?’
- Is there a formal system for handling disciplinary issues in your workplace? Why is it important to have one?



Links to the HRM Manual

For more information, see your HRM Manual:

8.5 Discipline

8.5.1 Role of the Promotion and Discipline Committee

Diagram 4: Promotion and Discipline Committee

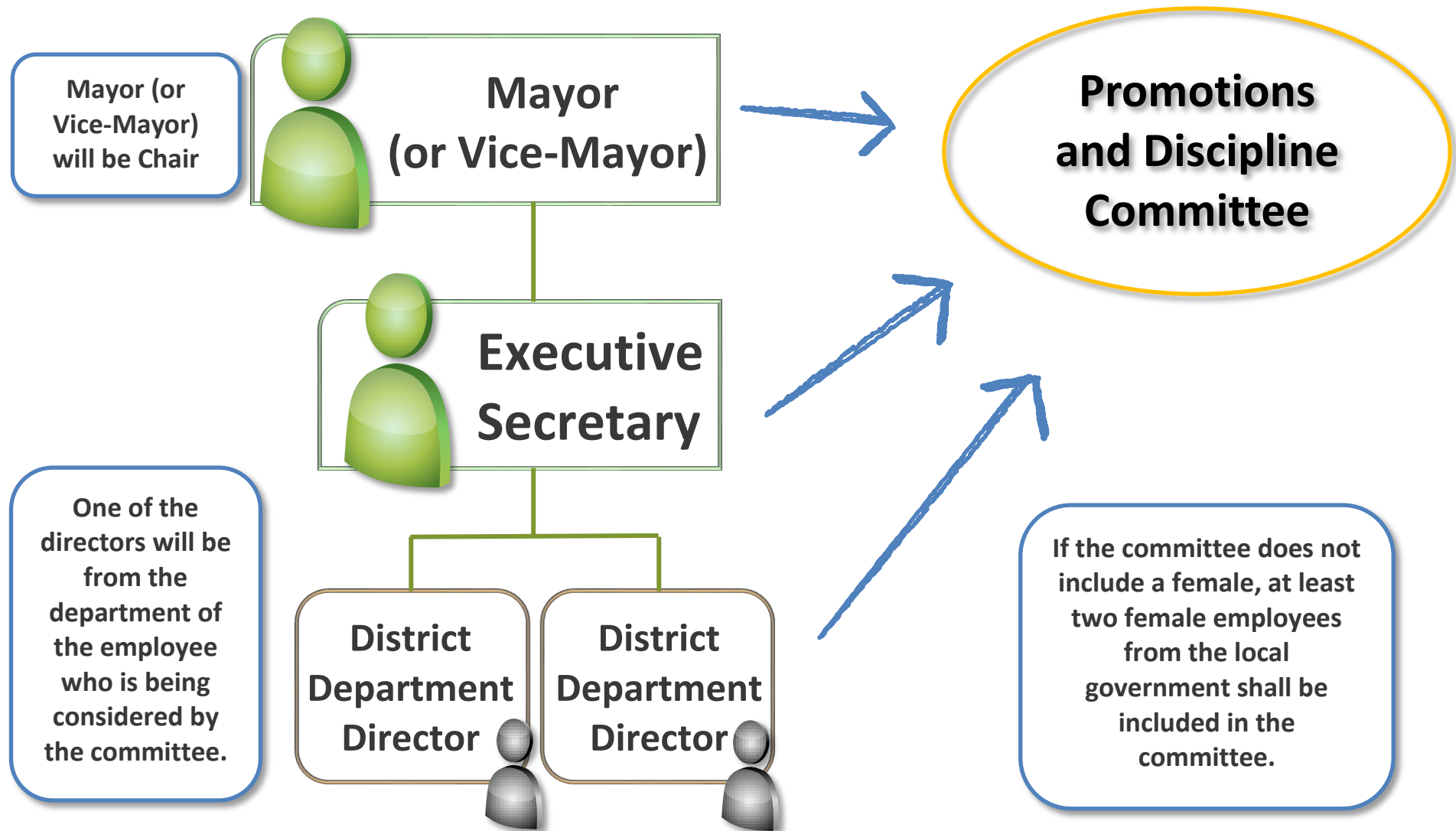


Diagram 5: Disciplinary Issues Decision Tree and Procedure

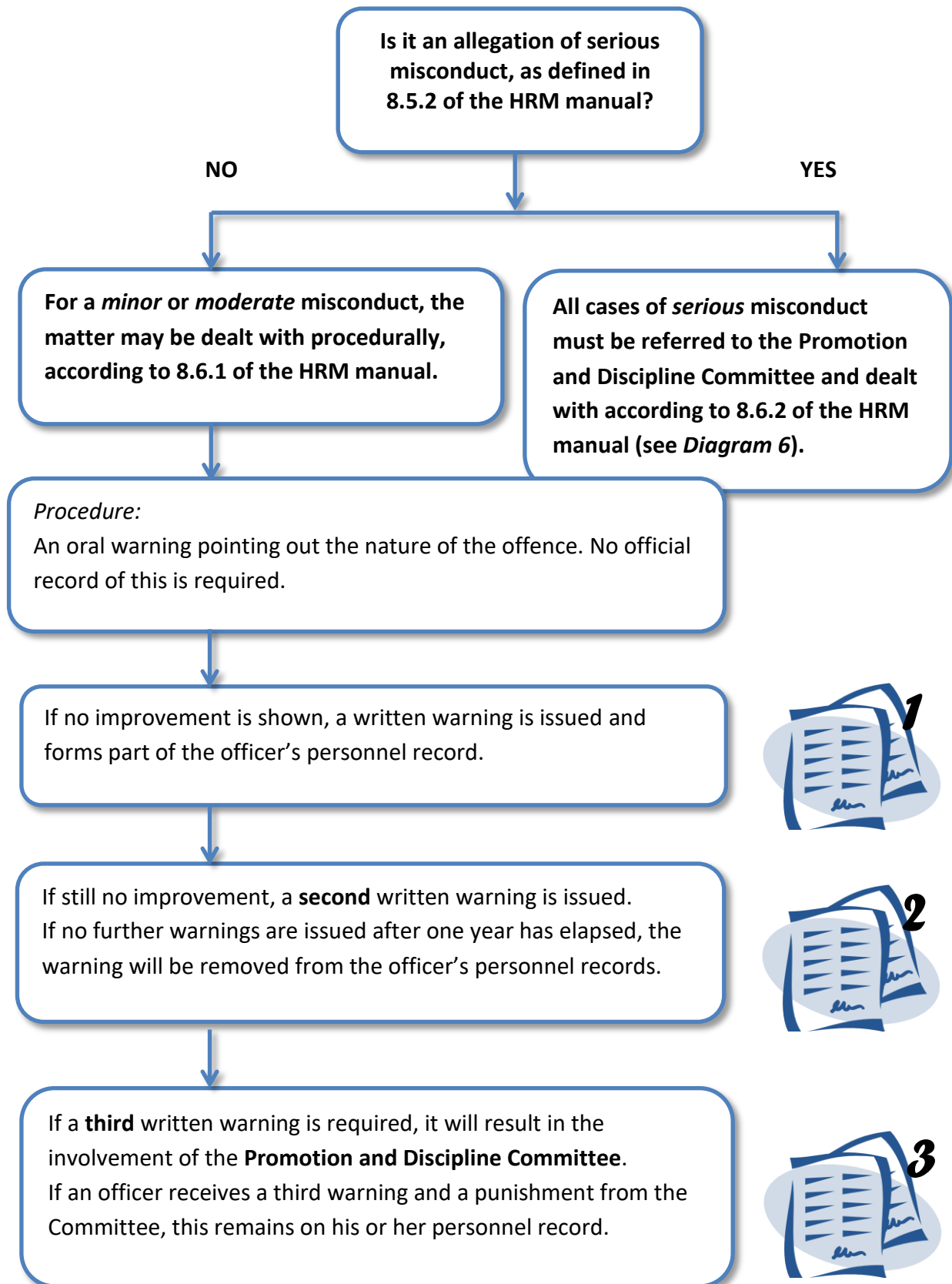
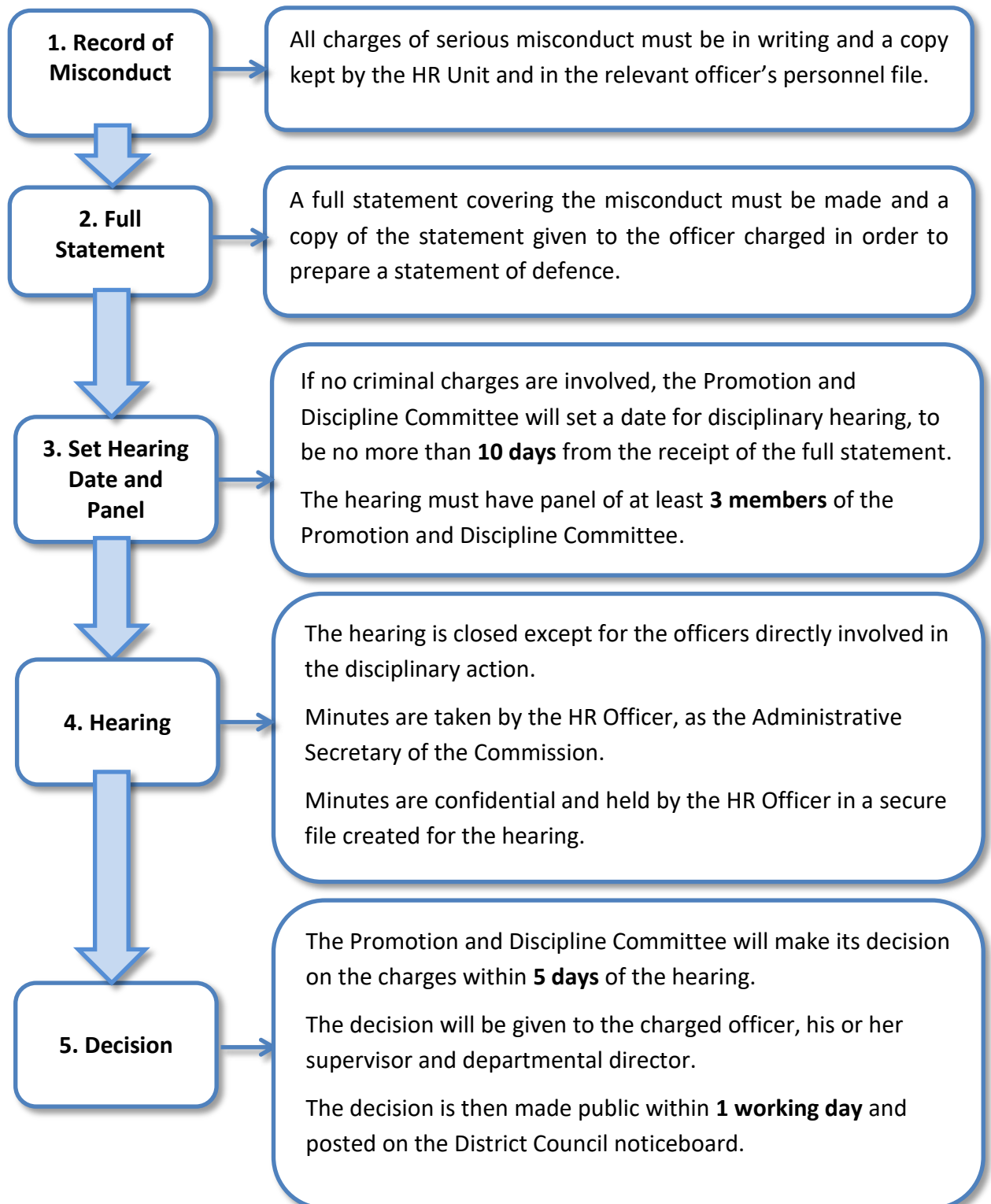


Diagram 6: Procedure for Serious Misconduct



Exercise 3.4: Penalties and Offences

This exercise is designed to familiarise you with the different categories of offences and their penalties.

Refer to the below list of offences and penalties and put them in the correct category according to **Exercise Sheet 3** below.

You will need to refer to Section 8.5.2 Penalties and Offences in your HRM manual. Note there are two offences and two penalties for each category.

- Oral warning
- Violating of Official Secrets
- Written warning
- Recurrent absence from duty without justification
- Demotion one grade level
- Abuse of official position for personal gain
- Retardation of promotion or increment of step.



Links to the HRM Manual

For more information, see your HRM Manual:

8.5.7 Effect of Court Proceedings

8.5.8 Dismissal

8.5.9 Re-employment of Dismissed Staff

8.7 Appeal

Exercise Sheet 3: Categorising Offences and Penalties

| | Minor | Moderate | Serious |
|-----------|-------|----------|---------|
| Offences | | | |
| Penalties | | | |



Review and Action

- In this session we have seen some of the actions that can be classified as minor, regular or serious misconduct, and some of the penalties that apply.
- It is important that all district council staff members are aware of the different forms of misconduct and the possible penalties. It will be the role of the HR Unit and other senior staff, such as department directors, to implement this within the districts.
- At the end of this Participant Book there is an Action Plan for further action in the workplace. Taking something you have learned from this session, make an entry in your Action Plan about how to move forward with regard to the implementation of the HRM manual in your workplace. Two examples are given below.
 - *Ensure all staff at the District Council are aware of the different offences and the penalties that apply.*
 - *Ensure that the procedures for handling disciplinary issues are in place.*

Session 6

Separation

Session Objectives

By the end of this session participants will be able to:

- Explain what constitutes a breach of the law with regard to survivor benefits to families.
- Apply correct procedures for the separation process as outlined in the HRM manual and using the designated forms.

Key points—Separation

Section 9 of the HRM manual covers all forms of separation (except those relating to disciplinary dismissal).

Types of separation include:

- age retirement
- disability and sickness retirement
- death at work and survivor benefits
- finalisation of contract by contract workers.

Regarding death at work and survivor benefits:

- If an officer is killed or dies in the course of his or her work, the recognised family survivors shall be entitled to compensation.
- There is currently no uniform code for the compensation—the value of survivor benefits may be set by each District Council, according to its policy and ability to pay those benefits.
- However, these policies should not contravene the law. A breach of the law includes if:
 - The deceased officer's job is offered to a member of the same clan, a family member or a relative. Vacant positions must be filled as set out in Section 7. Recruitment, in the HRM manual.
 - The benefits paid discriminate on the basis of clan, family, gender, belief or any other illegal characteristic of the survivors.

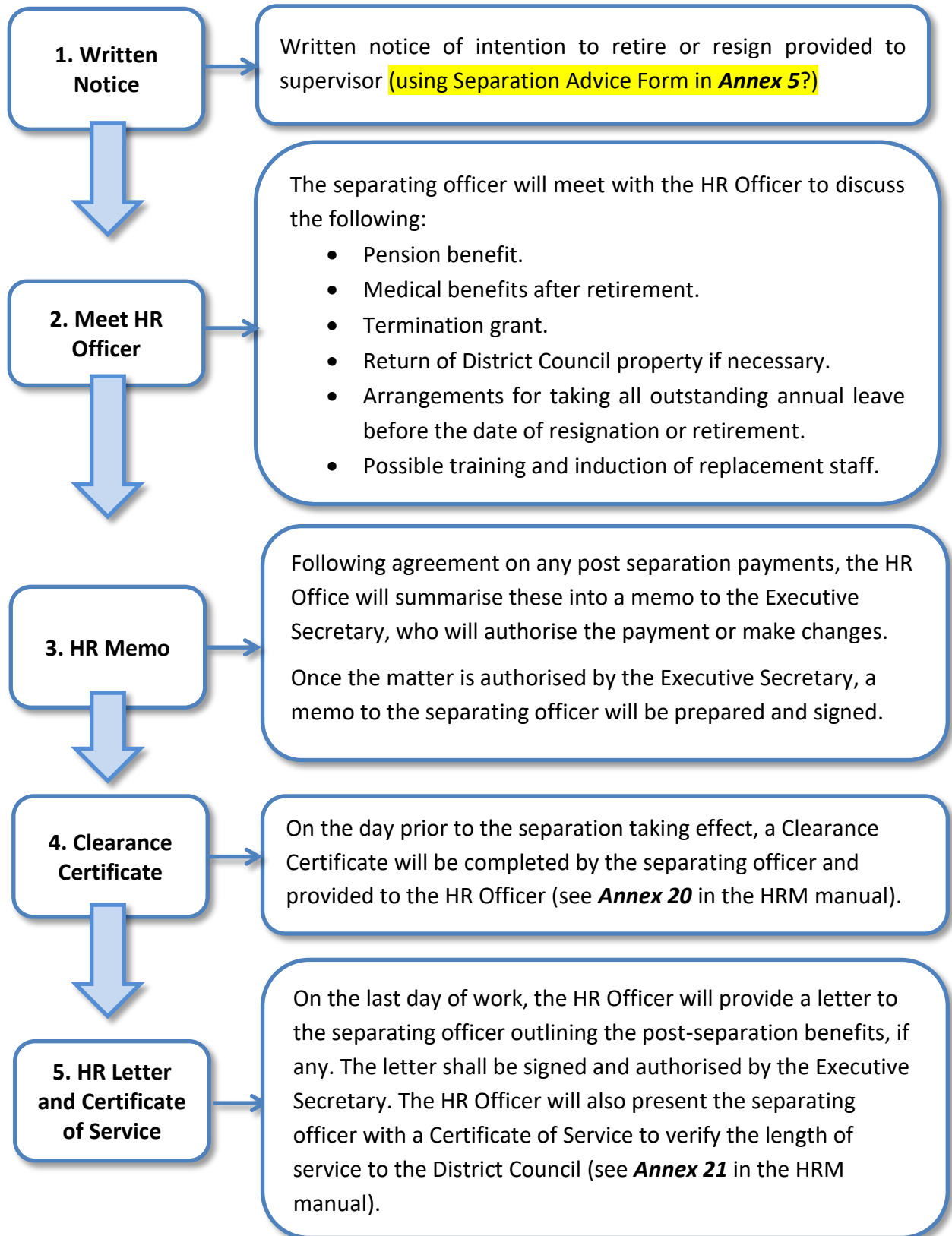


Links to the HRM Manual

For more information, see your HRM Manual:

- 9.1 Age Retirement**
- 9.2 Disability and Sickness Retirement**
- 9.3 Death at Work and Survivor Benefits**
- 9.4 Termination of Contract with Contract Workers**
- 9.5 Termination Grant**

Diagram 7: Procedure for Processing Separations





Review and Action

- This session has covered the separation process for a district employee who retires or resigns from their position.
- It has also explored what is allowable regarding survivor benefits, and what constitutes a breach of the law. For example, hiring a family member to fulfil the position left vacant by the deceased is a breach of the law. This may represent a shift from current practice in some districts, and should be discussed by senior district staff if this is the case.
- At the end of this Participant Book there is an Action Plan for further action in the workplace. Taking something you have learned from this session, make an entry in your Action Plan about how to move forward with regard to the implementation of the HRM manual in your workplace. An example is given below.
 - *Revisit the District Council policy on Death at Work and Survivor Benefits. Ensure that the policy is one which the District Council can afford to maintain on a long-term basis, and ensure that the policy does not contravene the law as outlined in Section 9.5 of the HRM manual.*

Action Plan

Prepare an action plan for your return to the workplace, based on what you have learned in this training.

| Activity | Who is responsible? | By when? |
|---|--|--|
| <i>From Session 1: Ensure there are printed (A5) and electronic copies of the 'Pocket Guide on UCoS and Leave' available for all existing district staff and for each new staff member.</i> | <i>Me as HR Officer, with support from senior staff, such as department directors.</i> | <i>Within 4 weeks of completing this training.</i> |
| | | |
| | | |
| | | |

Conclusion

Summary

In this training module you have learned about the following:

- Uniform Conditions of Service and Leave conditions that apply to all District Council employees and which need to be implemented across District Councils.
- Occupational Health and Safety requirements for District Council workplaces and the need for an OH&S plan, coordinator and checklist in each District Council.
- The employment-related gender issues that arise in the workplace and actions that can be taken to create a more diverse and inclusive workplace.
- The HRM life cycle events of transfer, promotion and demotion and the administration of these processes.
- Disciplinary matters including offences and penalties and the procedures that apply in cases of misconduct.
- Separation of an employee due to retirement or resignation and the procedures that are to be followed.



Important!

You have also been asked to complete items in an Action Plan, which needs to be put into place back in your district, with specific responsibilities, timelines and mechanisms for follow up identified.

Assessment

In order to pass this module component, you will need to successfully complete an assessment task, which your trainer will provide you with.

Evaluation

Your trainer will ask you to provide some feedback on the training you have just participated in, through the conduct of an evaluation activity. Your feedback will be most helpful for the ongoing improvement of these training modules.

Thank you!

Glossary

| | |
|--------------------------|--|
| Commission | Means the Civil Service Commission of Puntland State |
| Contract Terms | An agreement of employment in which a specific period of employment, remuneration and terminal benefits are stipulated. |
| Demotion | Reducing or downgrading the level of an employee’s position. |
| Department | Means a functional or sectoral administrative area of the District Council for which a senior officer is responsible. |
| District | Means the districts set out in this Law and into which the regions of Puntland State are sub-divided. |
| Family | Means a social group consisting of an employee, his/her spouse and his/her children. |
| Grade | Titles of posts that are divided as specified in the approved salary and grading scale. |
| Head | Means head of sections and departments which the local government establishes. |
| HR Officer | The most senior person responsible for HR management, other than a Director, whether they have this title or not. It is the same as Personnel Officer. |
| HR Unit | This term is used for all departments, sections and units that are responsible for managing HR functions in a District Council. Each District Council will have such a unit or person, but its size and title will vary. For example, a large Municipal Council has a HR Department. C grade District Councils may only have a Personnel or HR Officer. Where the manual mentions the HR Unit, the meaning is that the group responsible for HR management must be responsible for these procedures. |
| Level | Means one of the segments into which a Division is divided as set out in an approved salary and grading scale. |
| Mayor | The head of the District Local Authority |
| Ministry | Ministry of Interior, Local Government and Rural Development (MILGRD) |
| Personnel Officer | The most senior person responsible for HR management, other than a Director, whether they have this title or not. It is the same as HR Officer. |

| | |
|---------------------------------|--|
| Organisational Structure | Consists of functions, sectors or programs, for which activities and tasks are designed and allocated, under the District Council’s supervision hierarchy and which are directed towards the achievement of the District Council’s policy goals. |
| Salary | Means an amount of money paid to an employee every month in return for their work. |
| Separation | Means leaving the employment of the District Council. |
| Transfer | Is a long-term secondment and the staff member moves to the payroll of the receiving District Council or organisation. The staff member is also managed by the receiving district or organisation. A transfer may be long-term (e.g. one year) or permanent. In the latter case, all responsibility for the employee is transferred to the receiving organisation. |
| Work Injury | Suffering by the worker from any of the occupational diseases or any injury resulting from an accident happening to the worker during the performance of work or by reason thereof, or on the way to or back from work provided that the journey to and from the work is made without any break, lingering, or diversion from the normal route. |

Resources

To be developed further



1. What is Human Resource Management?

http://humanresources.about.com/od/glossaryh/f/hr_management.htm



1. Human Resource Manual for Local Governments, Puntland State, Ministry of Interior, Local Government and Rural Development. First Draft, July 2014.