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# DEPARTMENT OF ENVIRONMENT AND NATURE CONSERVATION

**POLICY ON THE RETENTION OF STAFF  
10 NOVEMBER 2012  
HUMAN RESOURCE UNIT**

*"A PROSPEROUS AND EQUITABLE SOCIETY LIVING IN HARMONY WITH OUR NATURAL RESOURCES"*

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## Table of Contents

DEPARTMENT OF ENVIRONMENT AND NATURE CONSERVATION.....	1
1. CONCEPTUAL BACKGROUND .....	3
1.1 INTRODUCTION.....	3
1.2 LEGISLATIVE REQUIREMENTS.....	3
2. POLICY STATEMENT AND APPLICATION SCOPE.....	3
2.1 POLICY STATEMENT .....	4
2.2 APPLICATION SCOPE.....	18
3. POLICY FRAMEWORK .....	19
3.1 IDENTIFICATION AND CONSULTATION OF STAKEHOLDERS.....	19
3.2 TIMEFRAMES .....	19
3.3 IMPLEMENTATION STRATEGY .....	19
The implementation date for this policy is .....	19
3.4 FINANCIAL IMPLICATIONS.....	19
3.5 COMMUNICATION .....	19
3.6 COMPLIANCE, MONITORING AND EVALUATION (M&E).....	20
3.7 POLICY REVIEW.....	20
3.8 POLICY IMPACT .....	20
3.9 INTERIM MEASURES.....	20
4. ADOPTION OF POLICY .....	21



## **1. CONCEPTUAL BACKGROUND**

### **1.1 INTRODUCTION**

In terms of the Public Service Co-ordinating Bargaining Council Resolution 3 of 1999 and the Public Service Regulations 2001, as amended, departments were given the mandate to develop policies and programmes which would enhance their managerial actions especially in respect of their human resource matters. The effect of the aforementioned is that departments are capacitated to develop their own policies and guidelines which will suit their needs, and with this added advantage those departments have greater autonomy in the day-to-day management of their human resource matters.

It can also be mentioned that in 1999, the then Director General for the province indicated that it was necessary to develop universal policies for the province, especially in those areas which are considered transversal. Although the then Director General had the intention to develop provincial policies for transversal issues, such intentions never materialized. For this reason, departments are still dependent on themselves to develop even those transversal policies until such time that provincial policies are developed.

#### **1.1.1 PREAMBLE**

The purpose of this policy is to assist the Department of Environment and Nature Conservation (DENC) in retaining staff that have scarce and valuable skills that are critical in achieving the strategic goals and objectives of the Department. It aims to ensure that the department always has the best, most well trained and suitable employees occupying each position. This policy document provide a framework of rules, processes and conditions regarding the way in which staff retention issues will be managed.

#### **1.1.2 DEFINITION**

Staff retention can be defined as the process and tactics employed to retain the services of key employees who can ensure progress to the Department. It is also about finding the best employee for the job and finding ways of keeping these employees within the department. It involves a range of ideas and human resource practices that should all be seen as interlinked.

### **1.2 LEGISLATIVE REQUIREMENTS**

- Public Service Act [No 103 of 1994];
- The provisions in the Public Service Regulations of 2001 and all related amendments;
- The Scarce Skills Strategy for the Public Service, 2002
- The Scarce Skills Policy Framework Strategy for the Public Service, 2003
- Skill Development Act [No.97 of 1998]
- Employment Equity Act [No.55 of 1998]
- Labour Relations Act [No. 66 of 1995]



## **2. POLICY STATEMENT AND APPLICATION SCOPE**

### **2.1 POLICY STATEMENT**

The objectives of this policy are to:

- Retain staff whose services are regarded as mission critical and to reduce staff turnover levels.
- To raise the levels of satisfaction and therefore productivity and service delivery.
- Identify individuals with potential to assume higher degrees of responsibility
- Create a conducive and an harmonious working environment
- Ensure career development for staff
- Create progression levels not linked to the existence of necessarily posts on a higher level
- Help develop a skills base for succession planning

### **2.2 REASONS WHY EMPLOYEES LEAVE**

Employees leave their employers for a variety of reasons. Some of the reasons for staff turnover are unavoidable and beyond the control of the department.

On the other hand, some staff turnover is avoidable and can be managed, which is why staff retention management becomes both possible and important. These avoidable reasons for staff turnover include:

#### **2.2.1 Financial considerations**

Staff leaves because they are offered better salaries or service benefits elsewhere. Although the Public Service remuneration system is perceived as inflexible and not competitive enough to attract and keep talented staff, the Department can make an effort to reward staff who excel and to counter any attempts to poach staff. The provision in the

Public Service Regulations, 2001 that allows the department to raise an employee's salary for purposes of retention is an important tool in this regard.

#### **2.2.2 Work Environment**

A poor work environment leads to employees being unhappy at work and makes other job options attractive to them. Some examples of an unconducive work environment are:

- Low morale;
- Little motivation of employees;
- Lack of strategic direction,
- Lack of leadership and communication;
- Poor work challenges; and
- Lack of empowerment of employees.



### **2.2.3 Career development**

Employees want to grow in their work and will continually search for opportunities for growth. If the Department does not provide these opportunities, employees will begin to look elsewhere.

### **2.2.4 Affirmative action and employment equity**

Affirmative action is one of the major reasons why employees move from one organization to another. Because both the private and public sectors have to comply with laws relating to affirmative action and employment equity, and because there are still skills shortages amongst historically disadvantaged groups, there is a lot of competition for (and poaching of) those who have acquired these skills.

### **2.2.5 Resistance to change**

All organizations go through changes – some minor and others major. When this happens, some employees may not agree with the changes and may leave. The most common reasons for this are:

- Fear of the unknown;
- Reluctance to change old habits;
- Self interest;
- Economic insecurity;
- Failure to recognize why the change is necessary; and
- General mistrust.

### **2.2.6 Internal mobility and job-hopping**

The opportunities for internal mobility (moving around within an organization, either through promotion or by moving to another department) are obviously far greater in the Public Service than in the private sector, simply because the Public Service is so big. At the same time, modern employees tend to 'job-hop' from one job to another, especially where their skills and profile are in high demand in terms of market forces. Complicating the problem for some provinces is that the provinces are unequal in an economically sense. As a result, young talent is often attracted to the economically stronger provinces.

### **2.2.7 Leadership and management style**

Talented employees will leave an organization if they believe the management style is stifling growth and not empowering, or where managers are not people-focused. Some managers may also make it difficult for their employees to grow, usually by not giving them accurate performance assessments, challenging assignments and failing to identify development opportunities for them.

## **2.2.8 Lack of effective communication and grievance procedures**

It is common for employees to find something that they dislike about their job, the work environment or their managers. Where no effective grievance procedure is in place or is not followed, employees have no way of having their concerns heard and addressed. In the end, the only option left to them is to resign. To prevent this, the department should have an effective grievance procedure in place and should provide their employees with a way of communicating their problems.

Knowing as much as possible about the avoidable reasons for staff turnover will help Management to plan to avoid these problems and to retain staff.

## **2.3 BENEFITS OF STAFF RETENTION**

Some of the benefits of staff retention are as follows:

- Highly motivated workforce.
- Lower recruitment costs that result from staff turnover.
- To retain scarce skills and reduce turnover.
- Increased productivity and operational efficiency.
- Consistency and quality of work and of products and services.
- Culture aligns with mission statement.
- Transfer of skills.
- Enhanced mentoring and coaching opportunities.
- A better understanding of what weaknesses/ shortcomings exist in motivating staff to stay employed.
- Focus on preventing situations and practices that could demotivate employees.

## **2.4 ANALYZING STAFF MOBILITY AND TURNOVER TRENDS**

The Department must determine why employees leave and some of the ways of doing this will be –

### **2.4.1 Assessing staff morale**

Knowing how employees feel about the Department, their managers and the nature of their work is essential. Through the use of a “climate survey”, problematic areas could be pointed out where things need to be improved. The survey that can be used is attached as Annexure A and will be done annually. Having gathered information on how employees feel and why they leave, the information needs to be properly analyzed and addressed.

### **2.4.2 Conduct exit interviews**

Knowing why employees leave will help to identify and deal with any problems within the Department. The Human Resource Unit will conduct exit interviews and the results of these interviews should be analyzed as soon as the employee resigns and feedback should be given to the relevant line managers as soon as possible. The script that the Department will use for conducting these interviews is attached as Annexure B.



#### **2.4.3 Interview candidates who turn down job offers**

When offers are made to candidates who turn them down, the Human Resources Unit will conduct interviews with these people (even over the phone) to find the reasons for turning the offer down.

#### **2.4.4 Keep staff statistics**

Information on staff turnover, age profiles, length of service, staff composition, promotions, disciplinary actions, grievances and so on should be kept. The Human Resource Unit will analyze this information to help understand staff movement.

#### **2.4.5 Conduct an internal human resource audit**

The Department will also conduct a complete internal audit of practices and circumstances within the organization and will use the attached Annexure C to conduct such an audit.

#### **2.4.6 Benchmark with other employers**

Employees also leave because they are attracted by competitive remuneration, better career growth opportunities and better incentives that other employers offer them. The Department will therefore benchmark with other employers to find out the gaps that exist between what the department offers and what other employers offer. This will allow the Department to improve what it can and to prevent staff leaving. The attached template for conducting a benchmarking activity is attached as Annexure D.

### **2.5 RETENTION PROCESS**

The loss of some employees can be very damaging and so it is these that need to be prioritized. To know which employees need to be prioritized, the Department must classify the skills that are important to hold onto. This is not meant to discriminate against some categories of employees, but rather to allow for a focused approach towards retaining staff and skills.

#### **2.5.1 Category of skills needed for retention purposes**

- (a) The critical nature of the job which means blend of knowledge, skills, behavior and aptitude that an employee can apply in the work environment, which indicates a persons responsibility to meet requirements of the specific post.
- (b) The scarcity of the skills/occupational class in the Department and labour market.
- (c) If the retention of that employee will enhance the Employment Equity and Affirmative Actions plans of the Department/Directorate
- (d) Interruption of services should the employee leave the Department.



The identification of these skills takes place through consultation between the Human Resource Directorate and line managers.

#### 2.5.2 Identification of skills to be retained

Employees to be retained should as a minimum display the following:

- (a) She/he must be a corporate citizen who embodies the vision and values of this Department.
- (b) She/he must demonstrate high level of performance, quality and contribution that exceeds expectations consistently.
- (c) She/he displays exceptional competence in her/his work and must have added significant value in the Department.
- (d) Employee must be in the employ of the Department for a period of at least 12 months.

#### 2.5.3 Identification of Scarce Skills Occupations

- (a) Scarce skills occupations mean occupations with which the employer experiences various degrees of difficulty to recruit and retain.
- (b) The categorisation of these skills is based on current Departmental goals and targets and is time bound, i.e. these skills may not be critical in the future.
- (c) The Human Resource Unit is to understand the demand and supply market and to be able to effectively contribute to the human resource-planning phase and assist line managers to understand the implications.

2.5.3.1 In order for an occupation to be categorised as a scarce skill it should meet the following requirements:

- (i) The demand for the skill in the market should outweigh the supply.
- (ii) Vacancies should be difficult to fill due to an imbalance between in supply and demand.
- (iii) The skill to be designated as scarce skill should require advanced knowledge or learning and years of service.

The following occupations have been identified as scarce skills in the Department:

Directorate:	Occupation
Conservation Services	Ornithologists
	Entomologists
	Herpologists
	Botanists
	Ecologists
	Aquatic Scientists
	Mammalogists
Environmental Management	Environmental Research Scientist

#### 2.5.4 Identification of employees with Valued Skills

In terms of valued skills the focus is not on the scarcity of the skill as such, but rather on the valued staff members who contributes positively and whose loss would have a negative impact on the department's ability to meet its goals. These skills are identified by looking at an employee's performance evaluations and the role they perform in the Department.

#### 2.5.5 Identification of high-risk skills

This category comprises of employees who may have indicated a need to leave the organisation, de-motivated employees and those who may have reached a career ceiling (low growth opportunities). In the context of the spread of HIV/AIDS pandemic, it may include those who are at risk of being exposed.

Designated groups especially blacks, women and people with disabilities that need to fill the posts, must be identified.

The process of classifying skills should be a joint exercise between Human Resources Unit and the line managers. The Department will use the attached Annexure 5 to classify these skills.

### 2.6 STAFF RETENTION TECHNIQUES

#### 2.6.1 Scarce Skills Allowance

Where scarce/critical skills have been identified, an Executing Authority may apply for the payment of a non-pensionable cash allowance with the Minister of Public Service & Administration. Payment of the allowance may be terminated or reduced if the degree of scarcity changes.

#### 2.6.2 Counter Offers

The Department may retain the services of an employee who is being offered a higher post within the Public Service or Private Sector.

- (a) The relevant Manager must check that a vacant post on the offered level to the employee is available on the establishment and funded.
- (b) In the case where there is not a suitable vacant post in the Directorate, the relevant Senior Manager must source a suitable vacant post within the relevant programme.

2.6.3 Compensation (Granting of higher salary for purpose of making a counter offer or for attracting new employees)

- (a) In the event of an employee, whose services are considered critical to the mission of the Department, getting an offer from elsewhere, the executing authority or his/her delegate shall consider matching the said offer after full motivation has been submitted depending on the nature and level of the offer.
- (b) Scarcity of the skills and/or the competencies that the said employee possesses, shall be the key guiding factors that inform the final decision of the executing authority or his/her delegate in this regard.
- (c) In order to attract new employees whose skills are critical to the Department's mission, higher packages can be offered to the employee regardless of the current packages.
- (d) In making his/her consideration, the executing authority shall be guided by the following:
  - (i) Motivation for raising the salary and the availability of a budget to sustain the increase within the Medium Term Expenditure Framework (MTEF) allocation;
  - (ii) Provide evidence that all alternatives to recruit, retain the employee where exhausted;
  - (iii) Demonstrate that the decision will not create an animosity or disparity;
  - (iv) Ensure that for this increase the department receive value for money in the form of increasing responsibility and the complexity of the position.
- (e) The Public Service Act, 1994 as amended, gives heads of departments the responsibility of ensuring that human resources are managed effectively. The department can therefore deploy and use employees in such a way that will improve the chances of keeping them. (See Sections 3(5) and 7(3) the Act).
- (f) In addition, the law and policies governing employment allow for some changes to the normal practices when these are necessary to find or keep people with scarce skills.
- (g) In terms of the Public Service Regulations, 2001 (Chapter 1, part V C.3), the salary and/or salary level for a post (or an employee) can be set at a higher notch



or level than usual if necessary to recruit or retain an employee with the required skills.

- (h) The following general provisions with regard to counter offers must apply:
- (i) A retained employee by means of a counter offer is to be bound to a contract for one year.
  - (ii) At the end of the retention term an employee will be eligible to apply for a vacant post anywhere in the Public Service or Private Sector.
  - (iii) The Department shall ensure that each retained employee upon his/her retention is provided with a written contract of retention, including terms, conditions and duration of his/her services.
  - (iv) Where applicable the Department may appoint a retained employee as a mentor for fast tracking and mentorship purposes during the duration of the retention contract.
  - (v) In cases where the retained employee does not honor the retention contract the Department will be obliged to recover the difference paid between the initial and the agreed salary.

#### 2.6.4 Pay progression

The pay progression is a movement from a notch within a salary level to the next higher notch within the same salary.

Employees who have performed satisfactory will qualify for a 1% notch increase in terms of the Performance Management and Development Policy. The Pay Progression is linked to the individual performance assessment.

#### 2.6.5 Cash bonuses

The Department is committed to recognising and rewarding outstanding performance through payment of performance bonuses.

This will be done in terms of the Provincial Performance Management and Development Policy

#### 2.6.6 Non Monetary Rewards

Managers may introduce non-monetary reward as a means of recognizing high achievers by:

- Issuing of certificates for employee or team of the month.
- Allocation of more challenging tasks.
- Delegating authority where possible and necessary.

## 2.7 TRAINING AND DEVELOPMENT METHODS

### 2.7.1. Internships

The Department will implement internship programmes to provide opportunities to students at tertiary institutions for the practical requirements of their studies, or as a means of acquiring workplace related experience provided that such internships will fall within the scope of the student's studies and will benefit the Department.

The internship programme will be established within the framework of the HRD and skill development strategies.

### 2.7.2 Learnerships

The Department will implement learnership programmes. The learnerships will increase the awareness among people of the jobs and careers opportunities in the Public Service.

The two broad categories of learnerships will be as follows:

- Learnerships will be provided for existing employees as part of the overall personnel development strategies.
- They will also be provided for the unemployed people.

### 2.7.3 Bursaries

- (a) The Department will offer financial assistance to employees to acquire the necessary knowledge, skills and competencies in order to perform their required tasks to the required standards.
- (b) The department will grant bursaries to employees who want to pursue their studies at tertiary institutions. Studies will be funded, provided training is linked to individual development plans and the workplace skills plan. The **Bursary policy** contains more detail.

### 2.7.4 Short courses

- (a) Skills programmes are short courses offered by the Department to enable employees to execute their duties satisfactorily.
- (b) Emanating from the work place skills plan of the relevant Directorate and employee skills gap, the Supervisor should contact the Human Resources Development Unit to arrange training with relevant service providers.
- (c) The Supervisor will then report to the Human Resources Development Unit on the impact of the training provided in enhancing the knowledge and/or skills in contributing towards effective service delivery and obtaining of objectives of the Department and the directorate concerned.

### 2.7.5 Multi-skilling and job rotation

- (a) Employees will be rotated from time to time between different jobs within their division. This will benefit both the Department's operational effectiveness and the employee's development. Job rotation will lead to the acquisition of additional skills and is a form of multi-skilling. Employees can also be rotated between functional categories. In this case they will be assigned temporarily or permanently outside of their accustomed functional speciality. The following forms of multi-skilling can take place.
- (b) **Horizontal Multi-skilling**  
Employees are given the opportunity to learn skills from other disciplines or functions within the organization.
- (c) **Depth Multi-skilling**  
Employees are given the opportunity to acquire and apply more complex, specific skills within the same unit.
- (d) **Multi-skilled Teams**  
A group of individuals who collectively have a range of skills and are competent in all the skills required to complete a job come together to work on a project.

### 2.7.6 Job Enrichment

Employees will be given opportunities for development by adding more challenging functions to their tasks. Employees are provided with developmental opportunities by receiving direct feedback, opportunities for new experiences and therefore increased job satisfaction.

### 2.7.7 Mentoring and Coaching

Each manager will ensure that formal mentoring and coaching programmes exist for the effective transfer of knowledge.

A mentor's role is twofold, i.e. firstly to provide guidance, support and assistance to the learner and secondly provide a supportive environment for the learner to ensure the learners' development.

A coacher's role is to work closely with the learner and provide ongoing feedback to develop identified areas.

Where critical posts are occupied by consultants, they should act as mentors to nominated employees in order to transfer skills.



Mentoring will be used to improve developmental needs in the employee's overall level of competency.

### **2.7.8 Granting of Sabbatical Leave**

In specialist groupings/ occupations where skills are regarded as scarce and critical, consideration should be given to granting sabbatical leave when so required. Refer to the special leave policy of the department.

## **2.8 INTERVENTIONS TO RETAIN STAFF**

The following interventions will be implemented to retain staff:

### **2.8.1 Link staff retention with an effective recruitment and selection Process**

Every Manager will develop accurate job descriptions that clearly identify the core competencies required for successful performance.

### **2.8.2 Link staff retention with an effective induction process**

Success in job and employee effectiveness can be influenced by the impression given to a new employee during the first few weeks of employment. It is therefore essential that line managers and human resource practitioners lay the foundation for future commitment by being part of the induction process. The Human Resources Management Unit will therefore have a well-structured and dynamic induction programme that stretches from the employee's first day at work until they have been thoroughly introduced to their job.

### **2.8.3 Align competencies with job requirements**

Aligning the Department's needs with the employee's competencies results in a positive 'organisational fit'. As far as possible, employees should be used in jobs that are aligned with their personal preferences, interests and strengths.

### **2.8.4 Provide growth opportunities**

Besides making sure that employees are able to perform in their current jobs, they must be given opportunities to grow by acquiring competencies that improve their ability to work in other areas or at other levels.

### **2.8.5 Conduct exit interviews**

Exit interviews shall be perceived as a management tool aimed at interviewing employees that leave the Department or are about to leave the Department so as extract constructive and valuable positive or negative information that can be used to improve the situation and morale of the remaining staff with an ultimate objective of reducing staff turnover. Such interviews shall be structured using the questionnaire attached as Annexure 3.

## **2.8.6 Performance management**

One of the most important management tools in the Public Service is the implementation of Performance Management and Development Systems. Processes for awarding of pay progression and bonuses should be managed fairly to avoid unhappiness and grievances. Management capacity to deal with poor performers and staff development must also be improved.

## **2.8.7 Career-pathing**

Employees must be made aware that opportunities that exist for career growth and an increased level of responsibilities. The establishment of a personal development plan for each employee is therefore essential and is the joint responsibility of line managers and employees and should have linked to their current competencies, performance management outcomes and the department's needs. Line managers and employees must review these plans on a regular basis.

## **2.8.8 Employee Assistance Programme**

The purpose of an Employee Assistance Programme (EAP) is to improve the psychological health of our employees. It will help our employees develop coping skills and accept a greater degree of personal responsibility. It will help them resolve their individual, marital, family and job performance problems. As a result, their productivity and attendance will improve. The Human Resources Management Unit will therefore implement an Employee Assistance Programme.

Employees will have immediate access to confidential counselling. Counselling focuses on helping the employees deal effectively with change and stress in their personal, career and family lives. Managers and supervisors will be able to focus on work performance. The result is a healthier, more productive employee with improved relations at home and at work.

## **2.8.9 Designing interventions for certain employees**

In addition to the general interventions listed above, the following methods must also be used for specific groups of employees:

### **(i) Senior and middle managers**

Interventions for senior and middle management staff could include the introduction of mentorship and coaching programmes. Mentors and coaches play the role of career counsellors and sounding boards for managers. Enhancement programmes for senior and middle managers (that continuously refocuses and renews their skills) could also be considered. These programmes should be owned by the most senior line executive and managed by the human resource Unit. They could provide training on the key executive or senior management competencies that are required, and could allow for interventions designed for each specific manager.



(ii) **Knowledge workers**

Knowledge workers' are employees who are specialists in their field (such as information technology, etc.). Because they have gained their expertise through formal education or experience over a long period of time, their knowledge and skills cannot be easily transferred to the department or to other employees. Also, they tend to build up their own networks that are usually lost when they leave.

Retaining knowledge workers is difficult because the factors that make them stay or leave are more complex. The Department must therefore ensure the development of the following

- Increase their opportunities for development.
- Have contracts that are linked to any increased investment in their development.
- Assist them to join their respective professional association and allow them to get external exposure.

(iii) **Promising and talented employees**

These employees are usually highly sought after by competitors. As a result, special care must be taken to manage their work and careers, and accelerated development programmes (supported by dynamic mentorship systems) should be considered for them. These programmes could include –

- Special work and study arrangements and inclusion in departmental incentive and service reward schemes;
- Job rotation and exposure to a variety of functions;
- Special assignments with greater responsibilities; and
- Partnerships in project teams.

(iv) **High performers**

These are employees who excel at their work. Possible retention strategies for them could include:

- Special work arrangements and inclusion in departmental incentive and service reward schemes;
- Increased study and development opportunities; and
- Flexible employment agreements.

(v) **Designated groups in terms of employment equity**

The laws and policies around employment equity established designated groups of people that employers need to actively seek out and keep – for example blacks, women and people with disabilities. Competitors also need to meet employment equity targets, and these employees will be in high demand and staff retention



strategies need to focus on retaining them. Although any strategy will need to take their particular level and occupational group into account, there are some general ideas that can improve their positions at work and so reduce the factors that might in future cause them to leave.

The Department will therefore develop and implement the following:

- Mentorship and coaching programmes.
- Efforts must be made to make it easy for disabled people to get access to their place of work, to bathrooms and other parts of the building.
- Flexible employment policies can be introduced to allow women to take care of their family responsibilities.

## 2.9 ROLES AND RESPONSIBILITIES IN THE RETENTION PROCESS.

Function	The role of the Human Resource Unit	In partnership ...	The role of the line Manager
Provide human resource administrative services	To establish appropriate policies, procedures and systems for human resource management.		To apply human resource policies, procedures and systems fairly and consistently to all employees.
Provide expert advice on human resource matters	To translate the department's business strategy into a human resource strategy.	Develop an effective human resource plan.	To effectively manage staff.
	To identify employees or categories of employees who might leave.	Identify positions and or occupations where sudden departures would derail strategic objectives or have an immediate negative impact on operations.	To motivate employees and create an enabling environment for employees to perform.
	To analyse staff movement trends and identify high-risk employees or occupations for line managers.		To provide training and other support to employees.
Function	The role of the Human Resource Unit	In partnership ...	The role of the line manager
Provide expert advice on human resource matters	To analyse staff movement trends and identify high-risk employees or occupations for line managers.		To provide training and other support to employees.

Develop strategic retention interventions	To constantly analyse skills demand and supply trends in the labour market.	Design targeted, accelerated dev. programmes for talented employees.	To understand worker's preferences and what drives and motivates them.
	To perform constant skills audits within the department.	Identify core and scarce skills within the department.	To implement diversity management and employment equity programmes.
	To develop interventions to address critical skills shortages.	Develop focused retention programmes.	<p>To implement staff retention strategies.</p> <p>To manage performance effectively</p> <p>To give employees challenging work.</p> <p>To empower employees through effective delegation.</p>
Monitoring and benchmarking	<p>To analyse labour market trends.</p> <p>To analyse internal staffing trends and give feedback to line managers on an on going basis.</p>		

## 2.2 APPLICATION SCOPE

This policy will apply to all officials of the Department of Environment and Nature Conservation.

### **3. POLICY FRAMEWORK**

#### **3.1 IDENTIFICATION AND CONSULTATION OF STAKEHOLDERS**

This policy document was distributed to staff members within the department and their feedback and inputs are included where changes were suggested and motivated. Information sessions were also held as part of the consultation process. The recognized Labour Unions are not excluded in the process as they do have shop stewards within the department, and them being part of the departmental staff, thus had the opportunity to participate in the process. Furthermore, it needs to be mentioned that the department cannot negotiate with the Unions (Organized Labour) as a separate entity on this policy. Especially, because there are matters of mutual interests that must be dealt with in the formal structures created for this purpose, such as the Provincial Bargaining Council.

#### **3.2 TIMEFRAMES**

In August 2007 a draft of this policy was reviewed by the departmental legal services and policy unit who submitted their comments on the policy. After incorporating those comments a second draft was sent to the policy and planning unit on the 14-18 February 2008 to align and re-check the policy. 02- 14 April 2008, the policy unit used the soft copies of this policy to align it with the provincial template. The policy was reviewed on February 20, 2012.

#### **3.3 IMPLEMENTATION STRATEGY**

It is the responsibility of each Head of department to ensure that this policy is carefully followed within the department. All managers should make members of their employees aware of the obligation to familiarize themselves with and follow this policy.

An implementation plan will be drafted which will outline how and when this policy will be implemented. The plan will be drafted two months after the implementation date of this policy. In order to ensure adequate implementation of this policy the human resource unit will compile an infrastructure investment (in terms of human capital) and policy management plan. The plan will be updated on an annual basis and will contain details on future guidelines for this policy. The financial implications if any will be indicated on the plan in order to ensure that funds are available or availed.

The implementation date for this policy is 2012/11/10

#### **3.4 FINANCIAL IMPLICATIONS**

This policy will be funded by the Human Resource Unit. The budget for the financial year is .....

#### **3.5 COMMUNICATION**

This policy should be communicated through the respective directorates. However, the most important unit to contact would be Human Resources.



### 3.6 COMPLIANCE, MONITORING AND EVALUATION (M&E)

This policy will be monitored on a monthly basis by the human resource component, which will report its findings to the steering committee.

The policy will be evaluated within a period of six months of it coming into effect, jointly by the human resource component, line managers and the senior management team.

### 3.7 POLICY REVIEW

This policy will be reviewed when the need arises or in case of the occurrence of extenuating circumstances (political mitigation, or pronouncement by legislation and/or regulations). The contact person for this policy will be required to submit all relevant information pertaining to this policy in conjunction with a signed memo with all amendments (addition or omission) during the third quarter annually.

**The exception**, the Policy development unit will be conducting all extenuating reviews throughout the year, therefore it is paramount that any new information received be submitted to this unit, in order to coordinate the review process of this policy.

### 3.8 POLICY IMPACT

The desire of this policy is to retain all staff with valuable skills, and to ascertain why staff leaves in order to establish guidelines which will assist in their retention.

### 3.9 INTERIM MEASURES

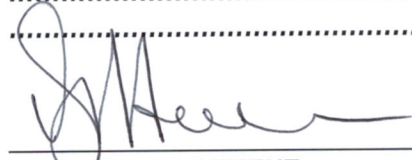
This is an interim document for this Department until such time that a provincial policy has been developed.

4. ADOPTION OF POLICY

Approved / ~~Not Approved~~

**Comments:**

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HEAD OF DEPARTMENT

2012/1/10  
DATE