



THE
**LEARNING
TRUST**
BEYOND THE CLASSROOM



HUMAN RESOURCE MANUAL

FOR SEF PROJECT IMPLEMENTING PARTNERS

PRODUCED BY **THE LEARNING TRUST**, 2025

TABLE OF CONTENTS

Introduction to the Human Resources Manual	01
The context of the HR Manual	02
Segment 1: The Social Employment Fund Context	04
Target Group	05
Core Objectives of the SEF	06
The type of employment the SEF offers	06
Segment 2: The Legal and Regulatory Labour Framework	07
What does this mean for legislation and labour employment laws?	08
Information Box: Employment Services Act	08
Information Box: Context-setting on Labour matters in South Africa	09
A Snapshot of the Labour Legal Context	10
Key Tenets of the Labour Relations Act 66 of 1995 (LRA)	11
Key Tenets of the Basic Conditions of Employment Act 75 of 1997	12
Key Tenets of the Employment Equity Act 55 of 1998 (EEA)	15
Key Tenets of the Occupational Health and Safety Act 85 of 1993	16
Key Tenets of the Skills Development Act 97 of 1998	20
Key Tenets of National Minimum Wage Act 9 of 2018	25
Key Tenets of Protection of Personal Information Act, Act 4 of 2013	26
Segment 3: Organisational Structure and Job Descriptions	30
Organisational structure	32
Job Design	37
Job Description	39
Segment 4: People Management	46
What is People Management?	47
Recruitment and Selection	50
Induction and Onboarding	57
Thinking about Teams	62
HR Manual Conclusion	69

INTRODUCTION TO THE HUMAN RESOURCES MANUAL

Welcome to the Human Resources (HR) Manual offered by The Learning Trust (TLT). This manual has been developed to serve as a comprehensive resource outlining the policies, procedures, and values that guide our approach to people management and organisational conduct within the Social Employment Fund (SEF) project.

As a mission-driven non-profit organisation active in the After School sector and in the broader non-profit sector, we recognise that our greatest asset is our people, in the form of staff, partners and volunteers alike. It is through the shared purpose, commitment, integrity, and collaboration of these people that organisationally and sectorally, we can pursue our goals and create impact in the people and communities we serve.

This HR manual is designed to support your organisation to:

- Promote and support the building of a base and functional Human Resource knowledge, practice and system.
- Enable and support compliance with applicable national labour laws and regulations, and share guidelines and standards for improved practices.
- Clarify HR roles, responsibilities, and expectations in the organisation.
- Strengthen HR practices and functions such as recruitment, people management, induction and onboarding.
- Align existing HR systems (where applicable) with the guidelines and operational requirements of the SEF Project.

Whether you are a new or an old team member, a supervisor/line manager, a long-standing organisational partner, or a targeted beneficiary, we encourage you to engage and review this manual carefully and on an ongoing basis. It serves as a foundation and basis for building

solid HR functions, which form the foundation of healthy organisations.

Please note that while this manual provides important guidance, the user (whether individual or organisational) still has the responsibility to keep abreast of developments in the HR field and labour context, that may supplement and complement the content contained herein. Keeping abreast with HR developments is necessary because the HR and people management field continues to evolve in response to shifts in the macro environment, which makes HR knowledge very dynamic. The organisational HR team or lead must remain available to offer clarification, guidance, or support at any point relating to the use of this manual in a specific organisational context.

It must be noted that this manual does not in any way present itself as an HR textbook nor does it cover all the possible HR themes. It intentionally limits itself to specific targeted themes, which are stated in the next section. It is important that managers/supervisors/employees must keep this in mind as they use this manual.

The Learning Trust seeks to foster the building and strengthening of HR systems, through which healthy, and purpose-driven organisations can thrive and flourish.

THE CONTEXT OF THE HR MANUAL

This section provides the context of this HR Manual and unpacks the specific project context within which it will be applied.

Framing of this HR Manual

The Learning Trust, through this HR Manual, aims to provide tangible support to the building and strengthening of the HR function in the organisations that they partner with (also known as Implementing Partners), under the banner of the Social Employment Fund project.

This HR Manual aims to provide direct and tangible HR support to help the IPs who host the SEF participants. The SEF project is known to target large beneficiary groups, some in the region of 2500 and more, which makes HR knowledge and functional HR systems that more critical.

The majority of IPs that participate in the SEF project are, in some cases, organisations that may still need support to build their organisational infrastructure, policies, systems and processes, a need that may be exacerbated and made more urgent with the uptake of the SEF direct project participants, whose numbers are high. It is in this context that TLT pro-actively offers direct capacity support through this HR Manual and targeted capacity building workshops on HR.

The HR Manual objectives are:

- To develop an HR Manual that provides technical HR content for SEF Implementing Partners to enhance their own organisational understanding and practice of the HR function.
- To build an HR Manual that is contextualised in the SEF project specifically and the non-profit sector broadly.
- To provide IPs with practically relevant knowledge and an actionable HR Manual.

This HR Manual covers the following thematic areas:

1. The Social Employment Fund context (The primary project where IPs are active)
2. The Legal and Regulatory compliance environment for labour matters (IPs as employers)
3. Organisational Structure (job design, roles and responsibilities, and decision-making authority levels)
4. People Management (Recruitment and Selection, Induction and Onboarding and Teams)

The themes emanate from the work that TLT has already done with IPs on HR and they were identified as needing further unpacking of HR theory and practice. Each of these thematic areas is explained fully in the sections that follow in this manual.



Towards meaningful action



1

Introduce this HR Manual to your management team and then to your organisational team.



2

Next time you submit a narrative report to your Board, include this manual and share how you plan to utilise it.



3

Do an internal assessment of where you stand as an organisation on some of the themes in this manual.



4

As a team, engage the findings from your internal assessment and develop an action plan to address whatever may have emerged.

SEGMENT 1

THE SOCIAL EMPLOYMENT FUND CONTEXT

01

The Social Employment Fund is a South African national initiative, managed by the Industrial Development Corporation (IDC) under the Presidential Employment Stimulus (PES). The Social Employment Fund was launched in response to COVID-19 economic impacts as part of the broader Presidential Employment Stimulus strategy. The other key partners to this initiative are the IDC and the Department of Trade, Industry and Competition (DTIC). The IDC administers the SEF project in collaboration with the DTIC.

The Social Employment Fund is a strategically designed intervention to tackle unemployment through a “work for the common good” impetus and mandate, which blends economic relief with community impact. It aims to foster human development capacity and social cohesion. These entities operate in an ecosystem that is known as the social economy.

“Social employment” is the recognition that there is no shortage of work to be done to address the many social, economic and environmental challenges we face as a society (Terms of Reference for SEF, 2025). Additionally, the TORs state that social employment recognises and emphasises the richness of society and the social economic reality, and expands the usual definition of public employment (or public works) programmes run by the state, to harness the energies and capabilities of the wider society, thereby enabling a “whole of society” approach to creating work for the common good.

According to the IDC’s website, the goal of the SEF is to actively and directly combat the high unemployment crisis, in particular among youth, that South Africa is grappling with. According to the Quarterly Labour Force Survey (May 2025), in Q2 2025, “South Africa’s youth unemployment rate for ages 15-24 was 62.4%, while the rate for ages 15-34 was 46.5%. The SEF does this by partnering with NPOs, community organisations, social enterprises, and even for-profit entities to create purposeful, community focused jobs. In the SEF project, these entities are considered Strategic Implementing Partners (SIPs) and they are legally recognised non-state organisations who are invited to apply to run projects in

collaboration with the SEF project. It is in these projects that unemployed youth and other job seekers are hired as project participants.

Target Group

This HR Manual is targeted at the members of TLT’s After School Catch-up Coalition (CuC), the bulk of which are IPs in the SEF project. The Catch-up Coalition is a collective effort to drive systemic change in South Africa’s education landscape. By bringing together over 63 non-profit After School Programmes (ASPs), we aim to address learning backlogs and improve educational outcomes for children most impacted by school closures and rotational timetables while also tackling youth unemployment.

In the context of TLT’s core mandate, targeted IPs are non-profit organisations, emerging (primary target group), community-based organisations, with some intermediate and established ones that are active in the After School sector. But due to the extent of the socio-economic challenges in communities, some of the partner organisations tend to cover other thematic areas such as Early Childhood Development (ECD) and youth programmes.

While this HR Manual is centred on the SEF project’s intrinsic HR processes, particularly in the management of SEF participants, its core principles can be universally applied to organisational operations beyond the scope of the SEF project and widely used by TLT grantees who may not be part of the project, as well as alumni grantees.

In summary, the profile of the IPs in the SEF project overseen by TLT is as follows:

- Non-state actors, in the form of NPOs, CBOs, covering emerging, intermediate and established organisations.
- The IPs focus on After School Programmes, and some may cover additional thematic areas in response to the range of socio-economic challenges faced by communities where these organisations operate.
- Their work must primarily target underserved communities.
- These organisations must be able to create labour intensive work, that is also scalable.

Core Objectives of the SEF

The core objectives of the SEF are:

- To create meaningful temporary employment (approx. 50,000–65,000 roles nationally) for unemployed youth and marginalised/underrepresented groups.
- To support social value projects across areas such as early childhood development, healthcare, food security, environmental conservation, public safety, Gender Based Violence (GBV) awareness, community spaces, and after school programmes.
- To build skills and pathways for participants through structured 9–10 month contracts (typically around 70–80 workdays), boosting employability and confidence (www.idc.co.za).

The type of employment the SEF offers

Contract duration:

Typically, 9–10 months, with project participants engaging in 70 – 80 days of “meaningful work” (www.idc.co.za).

Employment terms:

- Target unemployed people between 18–59 years.
- The work is part-time, over the course of 10 months.
- Wage rate is set at the level of the National Minimum Wage Act.
- Ultimately, this work has to comply with the regulated minimum labour standards as set out in the Basic Conditions of Employment Act (BCEA) and the Labour Relations Act (LRA).

Other opportunities:

The SEF also makes provision for IPs to create and provide the project participants with learning opportunities, through skills development interventions. These are part of bolstering the participant’s chance of sourcing other employment opportunities, outside of the SEF project.

IN SUMMARY

In summary, the SEF project provides short term, stipend-paid work and skills development opportunities, engaging thousands of unemployed people in community facing projects. While it is not a permanent employment solution, its scale, reach, and social value make it a standout example of a collaborative social policy.

SEGMENT 2

THE LEGAL AND REGULATORY LABOUR FRAMEWORK



The SEF project is not exempt from the South African labour law and its system. This project is designed to operate within the existing legal framework, ensuring that participants are treated fairly and have access to decent work opportunities.

What does this mean for legislation and labour employment laws?

Its mission notwithstanding, the SEF is subject to various labour laws that apply in South Africa and which cover all employees across sectors. In particular, the BCEA and the Employment Services Act, which regulate employment standards and services are key. In this regard, the IPs to the SEF project need to adhere to key principles of decent work which emphasise socially useful and ethical work with, including fair wages and working conditions. This means that the SEF participants should be provided with meaningful work that enhances their quality of life, in addition to fair compensation.

The key Acts are outlined below and they are the Basic Conditions of Employment Act 75 of 1997 and the Employment Services Act 4 of 2014. The BCEA sets out the minimum basic standards of employment, covering leave (annual, sick and family responsibility leave), hours of work and termination of employment. In the context of the SEF, this Act means that participants in the

SEF project are entitled to at least the National Minimum Wage and their working conditions must align with the provisions with the regulated minimum labour standards.

The Employment Services Act (No. 4 of 2014) was introduced to promote inclusive labour market access and decent employment for all. It provides the legal framework for the regulation of employment services in South Africa. The Act outlines the roles and responsibilities of various entities involved in employment programmes, including the Department of Employment and Labour and organisations administering the SEF. It ensures that the SEF project operates within a structured and regulated environment, promoting fair employment practices.

In practice, through this Act, the government was able to establish labour centres and a public employment services system. It also assists in building skills development aligned with labour market needs.

Due to its direct relevance to the SEF, an information box on this Act is below.

INFORMATION BOX

Employment Services Act

01 Promote employment

Facilitate access to job opportunities, especially for vulnerable groups.

02 Improve labour market efficiency

By matching job seekers with available opportunities and reducing unemployment.

03 Provide public employment services

Offer career guidance, counselling, job matching, and placement support.

04 Regulate private employment agencies

Ensure ethical recruitment practices and protect job seekers from exploitation.

05 Support retrenched workers

Through re-skilling, placement, and transitional support services.

06 Combat unfair labour practices

Including discrimination in job access or recruitment.

PRACTICAL QUESTION TO PONDER



Which labour laws and regulations are you aware of as:

1. an organisation (this could be a team exercise)
2. as managers / leaders in that organisation? List them below.

INFORMATION BOX

Context-setting on Labour matters in South Africa

Labour matters in South Africa have deep roots, shaped by a history of colonialism and apartheid ideologies, which at their core perpetuated a labour system of exclusion on racial grounds and legitimised resource extraction. This history has only started to shift in the democratic era, which came into being with the first inclusive elections (27 April 1994) and ushered in a new Constitution for the Republic of South Africa. It is that Constitution of South Africa that set out a new overarching legal framework for the country. The Constitution (1996) is now recognised as the supreme law of South Africa.

Amongst many legal provisions, the Constitution guarantees everyone the right to fair labour practices, freedom to join trade unions, and to strike. These provisions are made more important because of the political history of South Africa that is briefly mapped out, above. The Constitution sets out the big-picture principles that underpin all labour laws applicable in South Africa. Section 23 of the Constitution guarantees the right to fair labour practices.

Today's labour landscape still carries the weight of that racial, unequal and exploitative history, as it is still reflected by the three key challenges, of high levels of poverty, unemployment and deepening inequality, echoed in South Africa's continued high Gini-coefficient rating. But understanding where it all started helps one to appreciate the significance of the SEF project and what it hopes to achieve, which is targeting this unemployment crisis through the social employment model, while empowering the participants on it.

The laws that are considered as key pillars of the South African labour infrastructure are the following: 1) The Labour Relations Act (LRA); 2) Basic Conditions of Employment Act (BCEA); 3) Employment Equity Act (EEA) and 4) Occupational and Safety Act (OHSA). There are three other Acts that are critical to the broader labour law ecosystem and apply to the SEF context, they are the Skills Development Act, the National Minimum Wage Act and Protection of Personal Information (POPIA).

A Snapshot of the Labour Legal Context

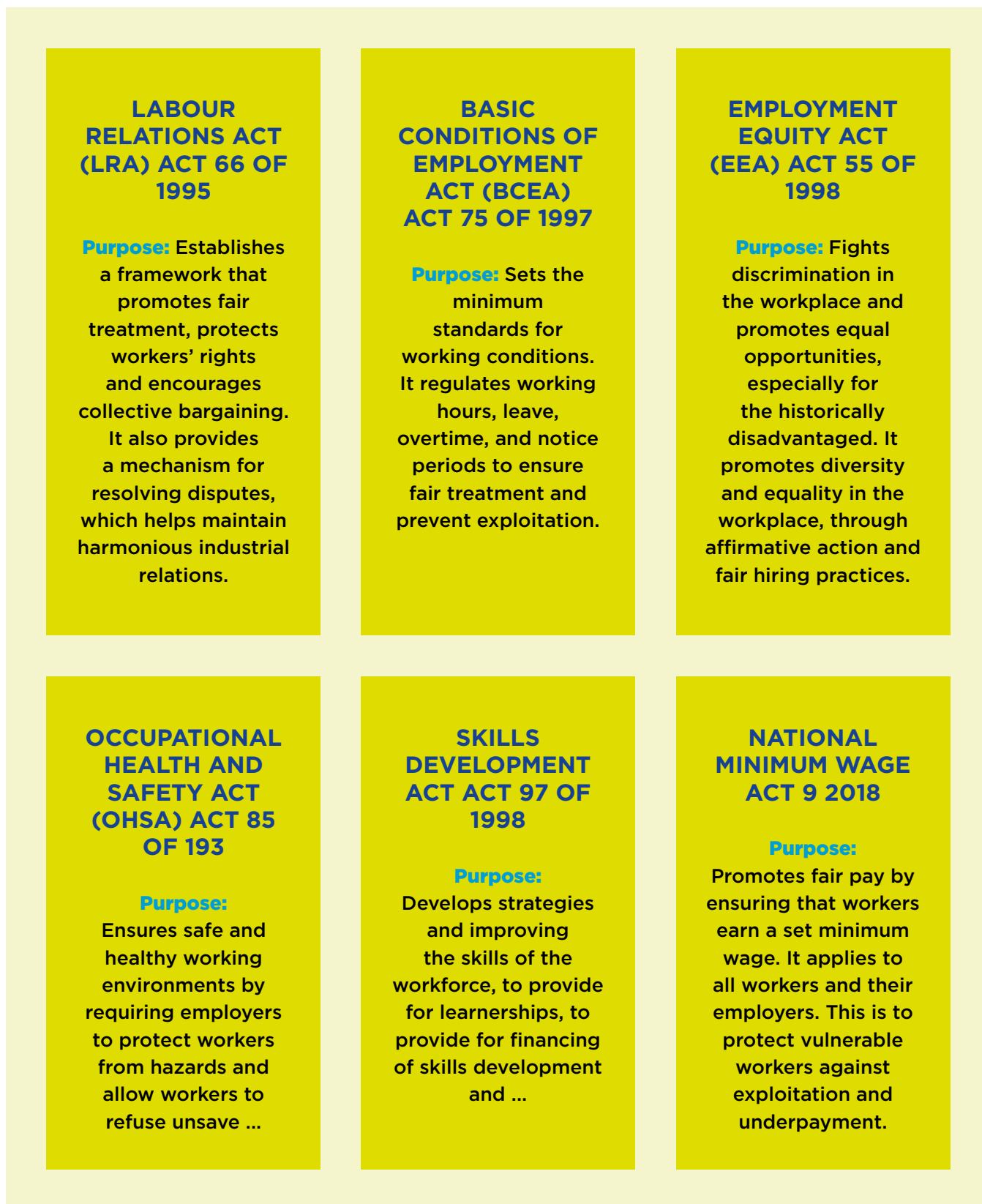


FIGURE 1: Snapshot of the key Acts central to the labour environment



In this section, the Manual goes into detail to unpack some of the key tenets of these Acts, that have been outlined in the graphic on the previous page.

Key Tenets of the Labour Relations Act 66 of 1995 (LRA)

1. Freedom of Association

- Every worker and employer has the right to form, join, or leave a trade union or employer organisation.
- Unions and employers can operate freely, as long as they adhere to the set rules.

2. Collective Bargaining

- Encourages employers and unions to negotiate workplace conditions (like pay, hours, benefits).
- These negotiations can happen at company or sector level, to address wholesale inconsistencies that may occur between companies.

3. Right to Strike and Lock-Out

- Workers can strike (after following the correct procedures) to support their demands related to work conditions.
- Employers can lock workers out during disputes. This right though is not absolute and is subject to meeting certain legal requirements and limitations.
- Protest and industrial action are protected, but they must be legal and procedural.

4. Dispute Resolution

Sets up institutions such as the CCMA to resolve workplace disputes fairly and quickly through conciliation, mediation, and arbitration, thus reducing the need for court challenges, that are often expensive and time consuming, which also tend to be disruptive to the workplace.

5. Union and Employer Representation

- Recognises trade unions and employers as key role-players in the labour system.
- Grants unions organisational rights, like access to workplaces, stop-order facilities for dues, and time off for union representatives.

6. Workplace Forums

- Provides for joint decision-making and consultation between workers and management in larger workplaces, to build cooperation.

7. Protection Against Unfair Dismissal

- Employees cannot be fired without a fair reason and proper procedure being followed.
- The Act sets out what counts as fair, including misconduct, incapacity, and retrenchment.

8. Promotion of Fair Labour Practices

Underpins all workplace behaviour, no exploitation, no arbitrary decisions, and everyone's dignity must be respected.

Key Tenets of the Basic Conditions of Employment Act 75 of 1997

The BCEA sets the minimum threshold of working conditions, stating that no employer can legally go below these standards, which are captured in various chapters. This applies to all employees who work over 24 hours per month, which includes the SEF participants. These are employees who may be permanent, employees or those on temporary contracts or on fixed term contracts and short-term contracts.

Chapter 1: Regulation of working time

Working Hours

- Max 45 hours per week (typically 8 hours per day if working 5 days).
- **Overtime:** Limited to 10 hours a week, paid at 1.5x the normal rate.
- **Rest:** At least 1 hour break after 5 hours of work, and one full day off per week.



To note: For the SEF participants, 1) can work up to 16 hours per week (or 2 days); 2) organisations have flexibility to determine the actual days to be worked; 3) payment to be earned by the SEF participants will never exceed 16 hours per week.

Chapter 2: Leave

Leave Entitlements

Annual leave: Minimum of 21 consecutive days per year (or 1 day for every 17 worked). Sick leave: 6 weeks paid sick leave over a 36-month cycle.

Maternity leave: 4 months (unpaid, but job-protected). There is a legislative process under way to redefine parental leave broadly. This follows a Constitutional Court judgment on this 03 October 2025.

Family responsibility leave: 3 days per year. Family responsibility leave is the type of leave that can be used to care for a sick child under 18, or for the death of an immediate family member (spouse, parent, sibling or grandparent).



To note: For the SEF participants, 1) Leave allocation is already integrated into the wages/pay framework for the duration of the SEF contract; 2) therefore no (additional) leave payments are payable either during or after the SEF contract expires.

Sick leave applies to SEF participants, as they work for more than 24 hours per month. Nothing in the Act suggests that employees on a fixed term contract of several months are not entitled to them by the BCEA.

During the first six months of employment, an employee is entitled to 1 day's sick leave for every 26 days worked. Any extra sick leave, may be unpaid leave.



Key to note: SEF participants are paid for actual hours worked, which must be recorded on via the KwantuGo mobile application.

An employee's sick leave accumulates from an employee's first day of work.

Since sick leave is provided for within a specified sick leave cycle (36 months) it can only accumulate within those regulated bounds. After 36 months, a new leave cycle will start and no unused sick leave from the previous cycle will be carried over.

Two main requirements of the medical certificate: 1) it must state that the employee was unfit to perform their normal duties because of illness and must be based on the professional opinion of the medical practitioner; 2) A medical practitioner must issue the certificate. This includes a traditional healer or health practitioner registered with the Traditional Health Practitioners Council of South Africa.

By law, an employee who is on sick leave two days or more days, must provide a valid medical certificate.

Chapter 3: Particulars of employment and remuneration

Employment Contracts

- Every employee must get written terms of employment (job description, work hours, remuneration details, etc.).
- Contracts help to protect both the employee and the employer by clarifying expectations and laying a foundation for the employer and employee relationship.



To note: Fully applies to SEF participants.

Payment of Remuneration

- Salaries/wages must be paid regularly and on time as per the contract (salary payment date to appear on the contract). They must also state how the salary / wages will be paid.
- Payslips are mandatory, and deductions are only allowed if legally required such as PAYE or UIF or if agreed with the employee.



To note: Fully applies to SEF participants. Any other provisions to apply may be derived from the stipulated provisions of the IDC contract.

Chapter 4: Termination of employment

Notice of Termination

Notice periods must be explicitly stated and respected:

- 1 week (if employed <6 months)
- 2 weeks (6-12 months)
- 4 weeks (if >1 year)
- No immediate termination unless there is gross misconduct, which has been clearly defined and a fair procedure (as set out in law) has been followed.



To note: All the above provisions must be made explicit and reinforced in organisational policies.

Chapter 5: Prohibition of employment of children and forced labour

Prohibition of Child Labour and Forced Labour

- No child under 15 years of age may work, and no one may be forced to work against their will.
- Protects vulnerable people from exploitation.
- **Chapters: 7, 8, 9 & 10:** Variation of basic conditions of employment + Sectoral variations + Monitoring, Enforcement and Legal Proceedings + Employment Conditions Commission.

Protection for Vulnerable Workers

Sectors like domestic work and farm work have sectoral determinations (special rules) that set their minimum wages and conditions.

INFORMATION BOX

A snippet on the employment contract

1. EMPLOYMENT CONTRACT INCLUDES

- Terms and conditions agreed between the employer and employee
- Terms governed by law /legislation
- Other general terms that may be mentioned in the contract, but not necessarily explained in detail.

2. CONTRACT USUALLY CONTAINS THE FOLLOWING

- Details of employer and employee
- Position appointed in and job details
- Start date, term of employment, probation period and conditions, retirement age
- Place(s) of work / location
- Compensation details: salary/wage amount, payment date, payment method, overtime provisions (if applicable) and any other payments, as they apply (bonuses and allowances) and provisions for deductions, as those legally required.
- Date when the contract terminates and the period of notice to be given prior to terminating the contract. Termination arrangements to be outlined.
- Probation principles and arrangements that apply.
- Leave types and allocations.
- Days and hours to be worked by the employee per day/week/month
- List of documents that form part of the contract and where to source them. A critical document to be attached to the contract is the Job Profile/ Job Description
- Other terms, conditions such as legal consequences of breaching the contract, provision of an ID and educational qualifications, and so forth.



To note: All SEF participants must have employment contracts. To not offer these contracts, is a breach on the part of the employer.

Once the employment contract has been signed and dated, it then constitutes a valid and enforceable document. Both parties (employer and employee) must retain copies of this contract for their own records and for potential future reference. For employers, such a contract forms an integral element of the staff HR folder and record-keeping system.

Key Tenets of the Employment Equity Act 55 of 1998 (EEA)

1. Eliminating Unfair Discrimination

- Employers cannot discriminate against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, association or political affiliation.
- This applies to how the employer handles everything staff-wise, including recruitments, promotions, skills development, and dismissal.

2. Affirmative Action

Affirmative Action ensures that suitably qualified people from designated groups (as defined by law, broad definition of Black people, and women and people with disabilities) have equal employment opportunities. This provision requires employers to identify and eliminate employment barriers, and unfair discrimination, and to take measures to further diversify the workplace.

- Employers (especially medium to large businesses) must take proactive steps to correct past imbalances based on legalised discrimination under apartheid.
- This means being intentional about creating opportunities for previously disadvantaged groups, especially Black people, women, and people with disabilities.

3. Workplace Employment Equity Plans

Employers with 50 or more employees (or other designated employers) must develop and implement Employment Equity Plans that:

- Identify barriers to equal employment.
- Set measurable targets to improve representation.
- Outline steps to achieve equity goals over time.

These workplace employment equity plans are monitored nationally by the Commission for Employment Equity led by the Commissioner, who tables reports to the Minister of Employment and Labour and to the Portfolio Committee on Employment and Labour in Parliament.



To note: These EE provisions do apply to NGOs, if they are designated employers.

4. Mandatory Reporting and Accountability

- Affected employers must submit annual reports to the Department of Employment and Labour on their progress.
- Failure to comply can lead to investigations, fines, and orders to compel changing of practices.

5. Reasonable Accommodation

Employers must make reasonable adjustments to accommodate people with disabilities (such as accessible workspaces or flexible hours).

6. Consultation with Employees and Trade Unions

Employers need to consult with workers and their representatives when developing equity plans and workplace policies.

7. Promotion of Diversity and Inclusion

Beyond the EEA being a checklist exercise, the Act encourages a work culture that values diversity and inclusion and supports ongoing transformation.

Key Tenets of the Occupational Health and Safety Act 85 of 1993

This Act outlines the duties of both the employer and employee in respect of maintaining and adhering to set safety standards in the workplace, for the protection of all employees. This applies to the SEF project.

1. Duty of the Employer

- Provide and maintain a work environment that is safe and without health risks.
- Identify potential hazards and implement preventive measures.
- Train employees on health and safety.
- Ensure safe use, handling, storage, and transport of articles and substances.

2. Duty of the Employee

- Take reasonable care for their own and others' safety.
- Follow instructions and safety procedures.
- Report any unsafe conditions or incidents.
- Cooperate with the employer in ensuring a safe and healthy workplace.

3. Health and Safety Representatives

- Required in workplaces with 20+ employees.
- Actual number of health and safety representatives depends on the type of workplace and the number of employees involved. For small organisations, a single representative may be adequate. But much also depends on the organisational context.
- Elected by workers, they help monitor and report on health and safety conditions.
- Act as a bridge between workers and management.

4. Health and Safety Committees

- Required where 2+ safety representatives are appointed.
- Collaborate to review safety policies, investigate incidents, and improve systems.

5. Incident Reporting

- Employers must report certain workplace injuries, illnesses, and dangerous occurrences to the Department of Employment and Labour.
- This includes incidents where someone is injured, loses consciousness, or instances where the employee could have been seriously harmed.

6. Inspections and Enforcement

Labour inspectors from the Department of Employment and Labour have the authority to:

- Enter workplaces without a warrant.
- Examine equipment, interview employees, and review records.
- Issue compliance notices, prohibit unsafe activities, and prosecute if needed.

7. Prohibition of Dismissal or Victimisation

Employees cannot be fired, disciplined, or victimised for:

- Refusing unsafe work.
- Reporting unsafe conditions.
- Exercising their rights under the Act.

Penalties for Non-Compliance

On-the spot administrative fine for certain offences of up to R50,000.00. Other consequences include criminal prosecution, reputational damage, safety risks and legal actions that may arise from failing to protect employees by ensuring a safe and health work environment.

In order to help drive compliance with this Act, the actions captured in Figure 2 below are useful.

Actions to enhance safety and health

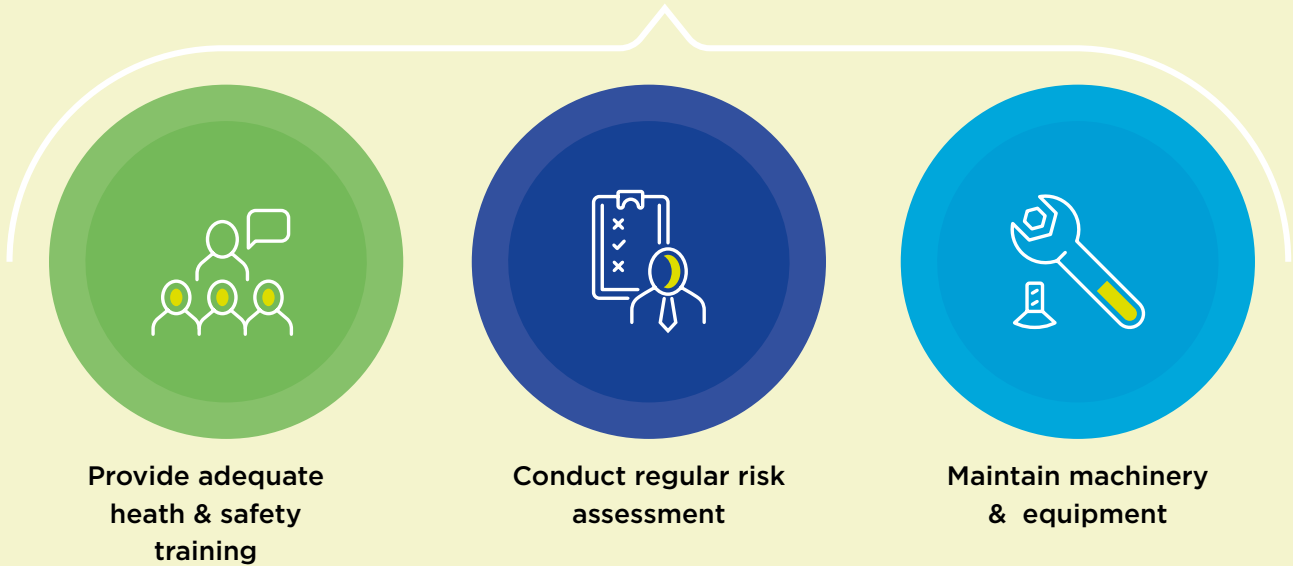


FIGURE 2: Actions to enhance safety and health

CALL TO ACTION

Ensure that the organisational risk management plan includes health and safety related factors. This is key for tracking and monitoring. Assign a responsible person for this.





INFORMATION BOX

Health and Safety and Mental Health in the workplace

Did you know that mental health is included in this coverage of health and safety in the workplace? In part, national, industry and sector health and safety plans are anchored in the global health framework under the banner of the World Health Organisation (WHO), known as the WHO's Comprehensive Mental Health Plan 2013 – 2030, which recommends organisational interventions, employee training and robust support systems to foster a healthy workplace. OHSA also requires employers to address mental health as part of creating a safe and healthy work environment.

The inclusion of mental health makes sense because if hidden and/or unaddressed, this can impact the overall well-being of people in organisations and the performance of directly affected employee, which could lead the

organisation to activate its incapacity measures as per their performance management and disciplinary policies.

Useful in this regard, is the SANS 45001 which are South African standards, adopted from international standards, outline the requirements for occupational health and safety (OHS) management system, with guidance for its use, to enable organisations to manage health and safety in a proactive way. These standards apply to any organisation that is looking to implement an OH&S management system, regardless of size, industry and geographic location. The SANS 45001 outlines six key procedures: risk assessment, hazard identification, compliance obligations, document control, corrective actions and operations control.



Key Tenets of the Skills Development Act 97 of 1998

This Act provides an institutional framework to devise and implement national, sector and workplace strategies to develop the skills of the workforce and improve the quality of life of the workers. **This Act is relevant to the SEF project as in its conceptualisation the SEF includes a requirement for the targeted participants, while in employment under the SEF project, to be exposed to opportunities to enhance their knowledge and skill. This requirement is critical to ensure that there is a deliberate and meaningful investment in skilling the SEF participants as a direct contribution to their employment paths, beyond SEF.

In brief, the key tenets of the Skills Development Act are as follows:

1. Establishment of the National Skills Authority (NSA)

- Advises the Minister on national skills development policies and strategies.
- Monitors the implementation of the National Skills Development Strategy (NSDS).

2. Creation of Sector Education and Training Authorities (SETAs)

- SETAs cover every major employment sector in SA.
- SETAs develop and implement sector skills plans, disburse training levies, and accredit training providers

3. Skills Development Levies

- Employers with an annual payroll above a set threshold must pay a 1% skills levy.
- Funds are redistributed to SETAs and the National Skills Fund (NSF).

4. Workplace Skills Plans (WSPs)

- Employers submit annual WSPs to SETAs showing how they plan to train their staff.
- Submitting WSPs can qualify employers for mandatory and discretionary grants.

5. Learnerships and Apprenticeships

- Structured learning programs combining theory and workplace experience.
- Aimed at enhancing youth employability and closing skills gaps.

6. Quality Assurance

- The Quality Council for Trades and Occupations (QCTO) ensures quality standards for occupational qualifications.
- SETAs act as ETQAs (Education and Training Quality Assurance bodies) until QCTO takes over.

7. Promotion of Employment and Self-employment

- SDA encourages entrepreneurship and lifelong learning.
- Supports training for unemployed people, NGOs, cooperatives, and community-based initiatives.

8. Support for Previously Disadvantaged Groups

Prioritises training access for black people, women, youth, and people with disabilities to correct historical discrimination.

The requirement to skill the SEF participants is not only underpinned by the existence and compliance to this Act, but also in the IP embracing learning as a core element of its organisational practice. The term learning organisation is attributed to Peter Senge and in his conceptualisation, learning organisations are places where “individuals continuously learn and enhance their capabilities to create”. Further, the learning organisation is built around five main disciplines, namely team learning; shared vision; mental models; personal mastery and systems thinking. Using his argument, organisations that embrace learning as an organisational ethos and practice, will be better able to integrate the learning needs of the SEF participants into the

organisational learning system. Those that do not, will have to build such learning systems.

Before one can act to either build, improve or strengthen the prevailing learning culture of any organisation, asking the below key questions may help to assess one’s current learning ethos.

Engaging with these questions will shed light on the dominant culture that exists in the organisation about learning. The reality is that investing in and supporting the learning and skilling of the SEF participants (as that if permanent and full-time employees), will not be realised if learning is not prioritised in the host organisation.



FIGURE 3: Guiding questions to assess organisational learning culture

CALL TO ACTION

Work through the above critical questions (Figure 3) as a team exercise or as the management team.



CASE STUDY 001

When managers and/or organisations fail to teach and empower a SEF participant

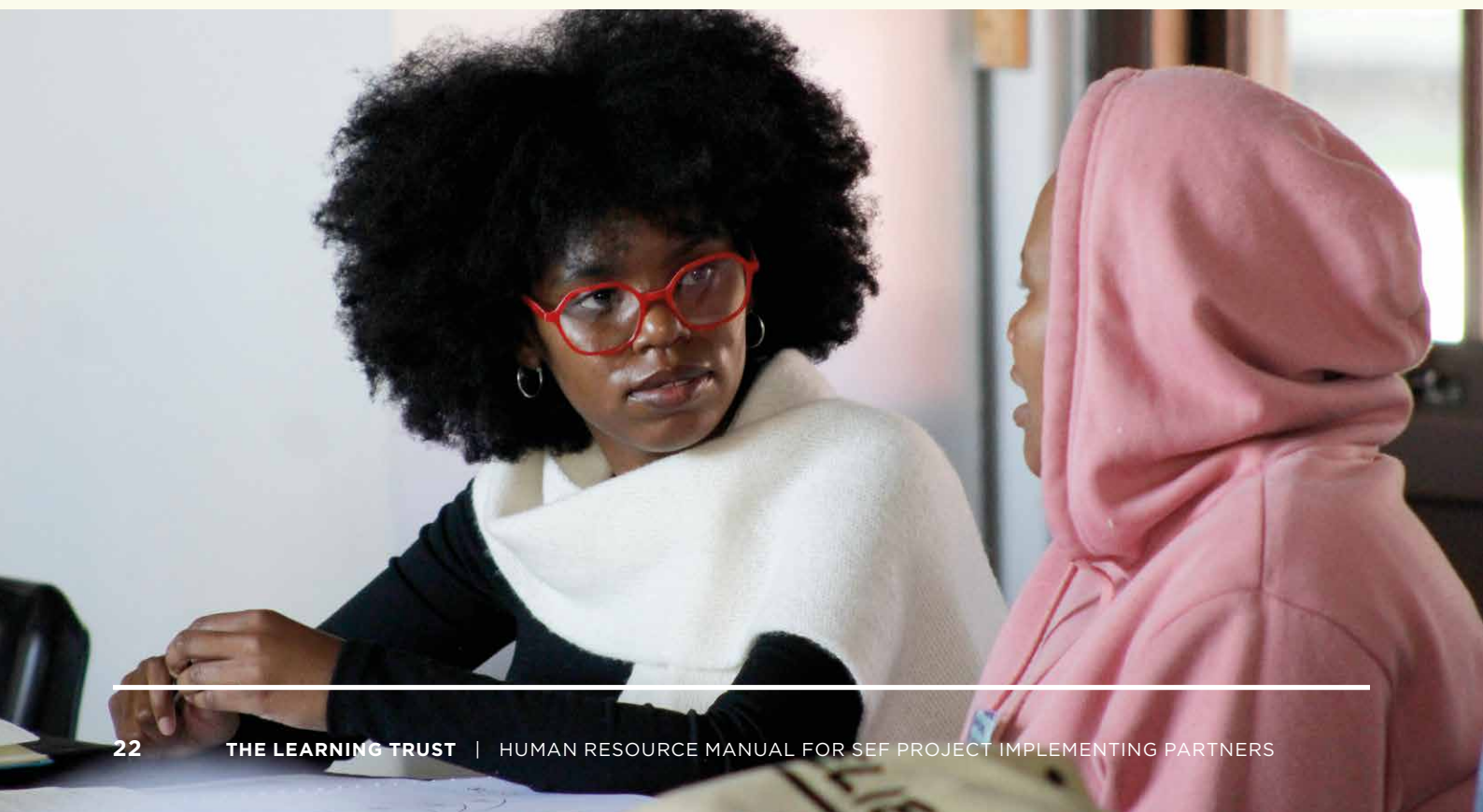
Joyce was coming to the end of her ten-month contract at the Fountain Foundation and she was unsure about what next looked like. Yes, the contract had given her fixed term employment for ten months and had given her guaranteed income, for which she will always be grateful. After all, it was with that income that she was able to move her family to a better accommodation in a better area and she was also able to take care of her family's basic needs. It felt good not to have to worry about money, for a while.

But as grateful as she was, she wondered what next looked like in terms of the job process, especially as she reflected on whether she was leaving the Fountain Foundation truly improved in resource, skills and knowledge wise for the marketplace. Sadly, she just wasn't sure.

She felt that although she got along with her colleagues, her manager and did relatively well

in her job (in her view and without any direct feedback to the contrary), she could have learnt much more. She was sad that her manager never offered her any training courses to attend, no one ever talked about learning and no one ever asked her if she had an interest in learning a specific new skill. No one. If she had been asked, she would have told them that she wanted practice time on the computer (she arrived with a computer certificate under her belt, but had no practical experience of actually using one) and to learn to take minutes; but those needs were never expressed because all everyone seemed to be doing, was to focus on urgent deadlines, work non-stop and try to avoid making mistakes, which left no room for much else, let alone learning, especially for her, as a SEF participant.

She now realised that she had only a little to add to her CV. Would that even make her competitive in what was already a competitive job market?

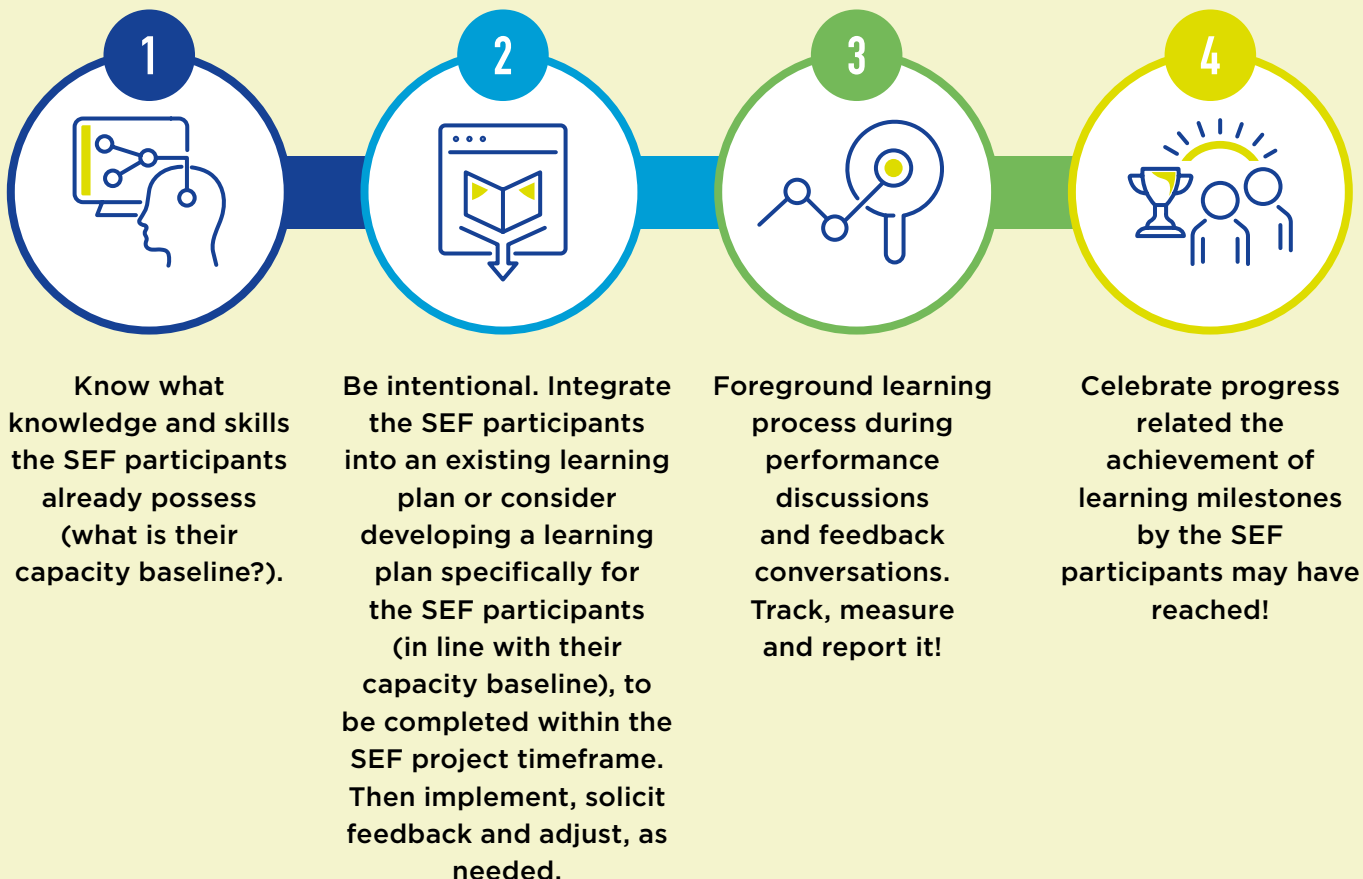
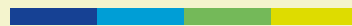


QUESTIONS TO EXPLORE



1. What in your opinion, went wrong here, in this case?
2. How could this situation have been avoided, 1) by the line manager and 2) by the organisation?
3. What corrective actions need to be taken to ensure that other SEF participants leave the SEF project experience better equipped for the world of work?

Towards meaningful action



The goal for all organisations involved in hosting the SEF participants should be for those participants to not only self-report enhanced knowledge, skills and general workplace know-

how, but they should exhibit the new skills learnt and be confident adding these into their job-search toolkits for the marketplace, post the SEF project.

CALL TO ACTION

Make reporting on learning plans and developments a standard agenda in team, management and board meetings and integrate it into organisational (monthly, mid-year and annual) reporting.



Key Tenets of National Minimum Wage Act 9 of 2018

The Act's purpose is to protect vulnerable and low-income / level employees from exploitation by setting a national minimum wage threshold below which no employee should be paid. In this way, the Act aims to reduce wage inequality and promote fair pay across sectors. This is specifically applicable to the SEF project, as payments for participants are already based on the applicable National Minimum Wage threshold.

Below are some of the key provisions of this Act:

1. Establishment of a National Minimum Wage (NMW)

- A legally enforceable minimum hourly wage is set across all sectors.
- As of 1 March 2025: R28.79/hour (subject to annual review).

2. Prohibition of Below-Minimum Pay

- Prohibition of Below-Minimum Pay
- Employers may not pay below the minimum wage, even with the employee's consent.
- Any agreement to pay less is invalid and unenforceable by law.

3. Application to All Employees

- ****Applies to all employees, whether permanent, temporary, casual, or seasonal — including those in non-profit organisations, private households, and small businesses.**
- **Exceptions include:**
 - Genuine volunteers not expecting payment,
 - Interns on educational placements,
 - Learnerships (regulated under the Skills Development Act and have their own stipends).

4. Annual Adjustment

- Reviewed annually by the National Minimum Wage Commission, which considers inflation, cost of living, wage levels and inequality, and impact on employment, small businesses, and the broader economy.
- Adjustments are published by the Minister of Employment and Labour.

5. Enforcement and Penalties

- Labour inspectors may conduct audits and investigations.
- Non-compliant employers can face: Compliance orders, Fines (up to 200% of the wage shortfall), and Labour court action.

6. Equal Pay for Equal Work

The Act supports the principle of “equal pay for work of equal value,” reinforcing non-discrimination in pay based on gender, race, contract type, and sector.

7. Collective Bargaining Still Allowed

- The NMW does not limit higher wages negotiated via collective agreements, or sectoral determinations (which may set wages above the NMW).
- It acts as a baseline, not a ceiling.



To note: For the SEF project, the wage calculations are already based on the National Minimum Wage.

Key Tenets of Protection of Personal Information Act, Act 4 of 2013

The POPI Act aims to protect people from having their personal information misused, abused, or overshared without their consent. It is all about data dignity. Below are the key tenets of the POPI Act.

This Act is included not necessarily for its direct relevance to the SEF project per se, but it is included as a key Act that covers the external work that NPOs, which covers the SEF project, do that is community facing. The SEF project, should as part of the mandatory induction, include this Act and its application to highlight the obligations to protect the communities by ensuring that their rights, in respect of data and personal information protection are respected.

This Act addresses the accountability of the responsible party/entity, that collects personal information to ensure and prove that they handle personal information lawfully. It highlights the importance of specifying the purpose of collecting personal data. The Act calls on the responsible entity to only collect information for specific, clearly defined and legitimate purposes and once collected and utilised for the set purpose, to not keep it longer than needed.

The Act outlines protocols of how the personal information must be processed and sets out the applicable limitation in that regard. It calls on the responsible party to only collect what is necessary for a clear, defined purpose and to get consent or have a valid legal reason (e.g. contract, law, or vital interests) for such data collection. Importantly the Act calls all processing of personal data to be done in a way that respects privacy. Further, the Act warns against using collected personal data for a purpose that may not have been initially specified, as this would breach the consent that may have been given as grounds for the data collection. In other words, personal data collected must be only used for the X, that it was collected for and should not be

quietly be used for Y, which was not stipulated as the original purpose for the data collection.

The Act also addresses the issue of information quality, stipulating that the responsible party should keep personal information accurate, complete, and up to date. In the social sector, this applies as data collected often relates to peoples lived lives (such as that relating to income levels, education levels, grant-recipient information, safety, poverty indicators, amongst others) and ends up being used to map out socio-economic conditions of often vulnerable people.

The Act also speaks to openness regarding the collection and use of personal information. It states that people must be informed when you collect their data, including data being collected, the purpose, who the data will be shared with, and how long the personal information will be kept for.

The Act requires the responsible party to take appropriate security safeguards in relation to the personal information. This includes taking appropriate technical and organisational measures to prevent loss, damage, unauthorised access, or misuse. This provision covers things like the following encryption, access controls, secure storage, etc.

In addition to the above protocols, it also addresses what it calls data subject participation. This provision is about people's right to: 1) access their personal information, 2) correct or delete it, 3) object to certain processing and to withdraw consent at any time.

In cases of non-compliance to this Act, there are penalties that the government, through the Information Regulator, can impose, such as an administrative fine of up to R10 million, including imprisonment of up to 10 years for individuals who are responsible for violations of this Act.



To note: Summary table on labour laws and regulations amendments being considered, see the following page.



ACT/BILL	STATUS	KEY CHANGES
Employment Equity Act	In force since 1 Jan 2025	- Empowers Minister to issue sector targets, removes 50+ employee threshold, EE compliance required. - Law is under legal challenged by the DA and other entities. 28 August 2025, the court handed down judgment on one part of the case and dismissed the application to ‘suspend the implementation of the new sectoral numerical targets, under the EE Amendment Act’.
BCEA Earnings Threshold	In force since 1 Apr 2025	Increased to R21,812/per month. Earners above this are excluded from protections of overtime, hours, rest
LRA + BCEA proposals	Draft/amend in process	- New 3 months’ probation period before full unfair dismissal becomes active; dismissal code; limitations on high earner remedies and changes to retrenchment rules (facilitation period 60 to 120 days; on new service, severance pay 2 weeks per year of service; procedural referral to CCM/Labour Court is streamlined) - The LRA Amendment Bill must undergo further scrutiny, Cabinet approval and then to Parliament to be enacted into law. - The specifics of the expanded employee definition and its potential impact is subject of ongoing debates and is not yet law. - New code of good practice: Dismissals came into effect on 04 September 2025, which adds new guidelines for dismissals under the existing LRA.
Employment Services Amendment Bill	Approved by Cabinet May 2025	Regulates foreign worker quotas by sector, occupation & region; introduces labour brokers regulations



With all legal amendments, it is important that all employer organisations keep abreast of the details of the amendments as these may introduce substantive or minor changes to the current regulations. Such changes may subsequently warrant organisations to review and amend their own policies to align with these amendments, once approved.

Towards meaningful action



To note: All of the Laws and Regulations referenced in Segment Two above, including amendments versions are accessible via the Government Communication and Information Systems website (www.gcis.gov.za) or directly from the Department of Employment and Labour. For this manual, the BCEA is attached as an appendix due to its practical importance.



Accessing and reading these laws and regulations in full will greatly enhance the understanding and support implementation in the organisation.

SEGMENT 3

ORGANISATIONAL STRUCTURE AND JOB DESCRIPTIONS



INFORMATION BOX

Context-setting on the Human Resource Function and locating it in NPOs

The Human Resource field is arguably one of the most researched areas in academia covering fields of management and business studies, labour relations, organisational development, industrial psychology, amongst others. This research is in part fuelled by some of the big trends present in the world of work and in broader society (Guest, 2017). But from a high-level glean of this research, such research seems to cover the private and public sectors and not much of the non-profit sector, even though the latter is also an active employer.

In South Africa, the latest statistics from the Department of Social Development as quoted by Trialogue places the number of registered NPOs at 266 531, as at the end of September 2022. This number is sure to have increased since then as new organisations continue to be registered through DSD, often on a daily basis.

As at the end of the second quarter of 2024, 3,83 million people worked in the community and social services industry (www.statsa.gov.za). This sector is focused on individual and community wellbeing, which include social welfare, community development, and other social services like education, housing and healthcare and targets specifically vulnerable groups like children, the elderly, youths, people with disabilities, etc.

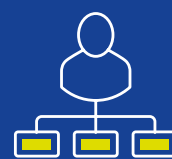
The non-profit sector is generally characterised by low barriers to entry in terms of employment opportunities, often through community development related work and services. This sector has historically been viewed as a low-skills sector, with low levels of professional and technical skills and often high volunteerism, and much lower pay packages (when compared with the private and public sectors), that have often been without the standard pay benefits offered by other sectors.

The field of HR is said to be evolving due to many factors such as the global trends of technology, AI and Big data, globalisation pressures, climate change and environmental justice, changing world of work and employee wellbeing (Guest, 2017; www.uj.ac.za; www.weforum.org). It is these trends that are fuelling the evolution of HR as traditionally practiced.



This segment will cover themes focused on what may be called one of HR building blocks, namely the organisational structure, job design and job descriptions chain.

01


**Organisational
Structure**

Organisational structure

A non-profit without an organisational structure (or commonly called an organogram) is like a car without a steering wheel, passion for a particular cause might fuel it, but it is not going to stay on the road for long to reach its destination.

The lack of an organisational structure and clear job descriptions in a non-profit is not just about an absence of paperwork nor can it be reduced to a mere administrative issue; it is significant due to the serious implications it can have for the organisation's mission, efficiency, and sustainability.

The failure of an organisation to develop its structure will impact its functioning, its effectiveness and efficiency as an organisation. This is of particular importance to NPOs because

of the common tendency in the sector to start off functioning fairly organically and informally driven by a social cause, before eventually focusing on the building of organisational infrastructure, systems and procedures. This delay in building these formal systems, often presents the organisation with serious consequences.

Below are three different visual representations of templates organisational structures / organograms:

Three different organisational structures

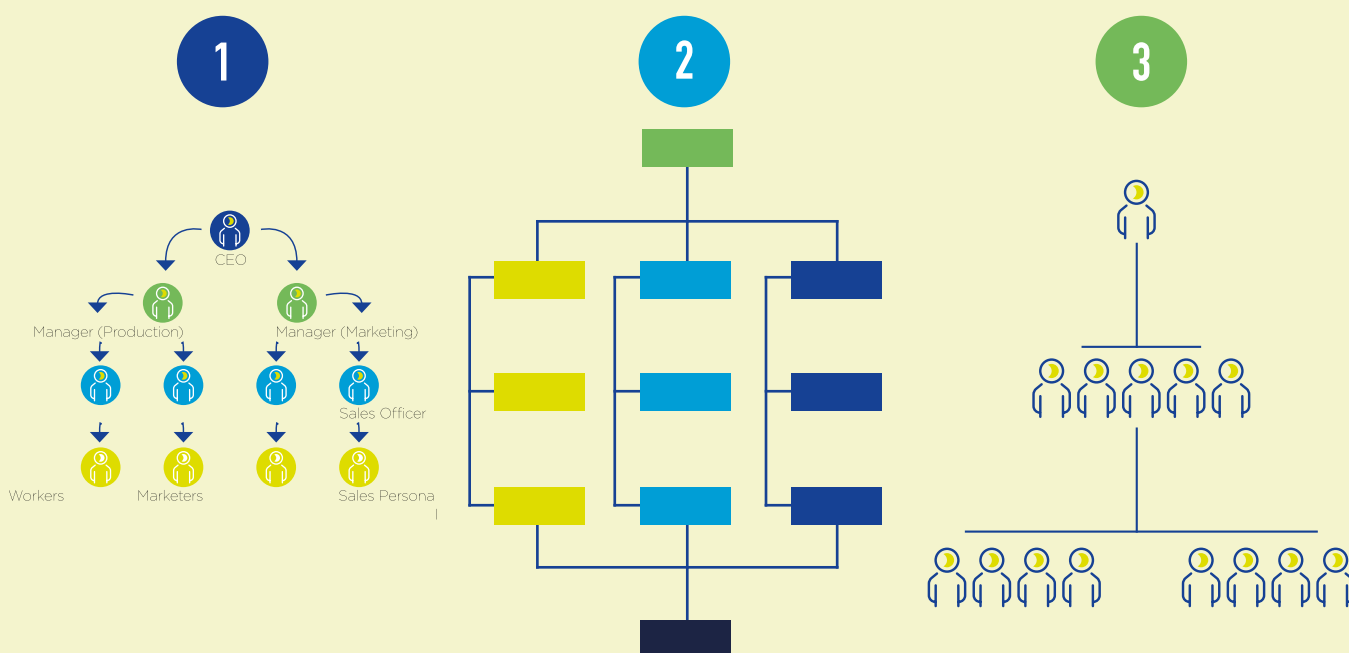


FIGURE 4: Visual representations of organisational structures³

A few but a critical of some of these consequences are outlined below:

No organisational structure. So what is the impact?



CONFUSION OVER ROLES AND RESPONSIBILITIES

- Employees do not know who is responsible for what tasks, work streams.
- Tasks fall through the cracks or are duplicated
- Accountability slips and no one takes ownership



POOR DECISION-MAKING AND SLOW EXECUTION

- In the absence of clear reporting lines or authority levels, decisions are delayed or get made haphazardly.
- Creates operational bottlenecks and delays delivery.



TEAM TENSIONS AND COMPROMISE WELLBEING

- Overlaps in responsibilities, can lead to power struggles or cause conflict
- Staff may feel overwhelmed, undervalued, or micromanaged – leading to disengagement or high turnover.



INEFFICIENT USE OF RESOURCES

- Without a structure, resources (human, financial, physical) aren't deployed effectively.
- Talented staff may be underutilised or misused in areas outside their strengths.



RISK OF NON-COMPLIANCE

- Legal and regulatory responsibilities (e.g., tax, labour law, POPIA compliance) can be missed when it's unclear who is responsible.
- This puts the organisation at risk of penalties, reputational damage, or loss of funding.



FUNDING AND DONOR CONCERNS

- Lack of structures can compromise due diligence process of donors and partner, impacting funding.
- They often want to see organisational maturity: job descriptions, clear governance, reporting structures.
- A lack of structure can signal instability or mismanagement, making fundraising much harder.



NO CLEAR PERFORMANCE METRICS

- Without defined roles, it is hard to set goals or evaluate performance.
- Staff development, promotions, and feedback loops also tend to suffer.



MISSION DRIFT

- Lack of structure and defined roles makes it easy for the organisation to lose focus.
- Without internal clarity, the mission and vision can slowly dilute over time.

IN SUMMARY

SO, WHAT IS THE ORGANISATIONAL STRUCTURE AND WHY DOES IT MATTER?

Definition:

An organisational structure is a visual representation of a formal system that outlines what and how tasks, responsibilities, and authority (decision-making levels) are divided, coordinated, and supervised within a company or institution.

It defines and clarifies roles, relationships (including dependencies and interdependencies), and the flow of information, shaping what and how work gets done as structures also determine how resources are allocated.

In terms of the importance of the organisational structure, there are high-level benefits to be noted. Organisational structures articulate how an organisation (its people, its functions and activities) is arranged for optimal functionality. Structures enable employees to locate themselves and to know their role and responsibilities, but

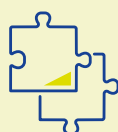
also how those relate to other organisational roles. Additionally, as structures pinpoint responsibilities, they thereby avoid duplication, overlap of functions, and reduce uncertainty and conflict.

What value does an organisational structure create for the organisation?

Benefits of an organisational structure



- Contributes to Organisational success or failure



- Outlines decision-making, management protocols



- Impacts effectiveness and efficiencies



- Clarifies team arrangements and cultivates team cohesion



- Reduce redundancies and duplications

FIGURE 5: Benefits of an organisational structure

Organisational structures though do not exist alone and are closely linked to how the organisation has framed its roles and how job descriptions reflect those roles in the structure.

The diagram below captures the flow from the organisational structure, to the job design to the job descriptions. This diagram is for illustrative purposes only and to reflect the content flow of this section in terms of these different elements to be discussed.

FIGURE 6: The flow



PRACTICAL QUESTIONS TO PONDER

1. Do you have an organisational structure and job descriptions?
2. If yes, in your view and/or experience, how has having these two impacted your organisational functioning?
3. If not, how has your organisation been impacted by not having an organisational structure and job descriptions?



Towards meaningful action



As per the figure on the flow presented above, the next session covers the job design phase of the process.

Job Design

Even though not covered in this manual, job designs must be preceded by a thorough job analysis process. It is from the analysis that three characteristics of the job design emerge, namely the job range, depth and relationships.

02



**Job
Design**

In brief, these characteristics are explained as follows, job range refers to the number of tasks a jobholder performs; secondly, job depth talks to the amount of discretion an individual has to decide job activities and job outcomes (personal influence and delegated authority) and thirdly, job relationships which are determined by decisions made elsewhere (leadership/management level) is about departmentalisation and span of control.

Job design is critical because the tendency is for people to have strong views about their roles and jobs, whether in departments or in the broader organisation. These perceptions are the reason the job design process is both a technical exercise and a people exercise, because in respect of the latter, how people perceive their jobs, may reflect in how they perform in those jobs.

In respect of the SEF project, besides onboarding unemployed people to do social facing work, it also has to show that their work is meaningful and adds value to the organisational mission, as per the broader conceptualisation of the SEF project. If project participants feel or think about their work as mundane and irrelevant, it will impact their experience and may even inadvertently undermine the objectives of the SEF project. So, based on this, Ips must be cognisant of this and address it pre-emptively.

So, what are the technical elements of job design?

DEFINITION

Job design is how a job is structured to make it clear and effective. It aligns individual roles with the organisation's goals. It helps people feel motivated, capable, and adding value to the organisation.

The job design process includes articulating the following key elements:

- **Tasks:** what needs to be done?
- **Responsibilities:** who's accountable for what?
- **Methods:** how the work is to be carried out?
- **Relationships:** who you report to, who you work with?

These elements are key in defining the actual job role of an employee.

Each job role as reflected on the organisational structure, is expected to denote the reporting lines that apply. The decisions on job relationships ultimately determines the job holder's interpersonal relationships, individually and within the group in the workplace. Further, it is critical that the reporting lines are articulated clearly as they have direct implications for line management responsibilities and work optimisation, people management arrangements, performance management and managing and overseeing accountabilities.

CASE STUDY 002

Exploring the interplay between organisational structure, job design and descriptions

CASE	QUESTIONS
Sipho, a SEF participant, is joining the **Mfundo Educational Organisation based in **Phillipi, Cape Town. On arrival on the first day of work, he meets the majority of the team and after this introductory meeting, he is introduced to **Ayanda whom he is told, will be his line manager. Following this brief introduction to the team, he then has a five-minute discussion with Ayanda who tells him about the work that he will need to do, while there. He leaves the meeting trying to remember all that he was told, but still very much unsure about the full scope of his work. **Please note that this case is purely fictional. No part of it is true or based on real events	Organisational structure How clearly defined are reporting lines within Mfundo Educational Organisation? (Is Ayanda's role as line manager well understood? Does the participant understand to whom they report to beyond that?) Job design Does the brief discussion with Ayanda reflect an appropriate and complete discussion about job roles, tasks, and expectations? What might be the impact of this unclear job scope on the participant's motivation, readiness and performance in the role? Job description Was a written job description provided? If not, what are the risks of relying solely on verbal instructions? How important is it for a new team member to have access to a detailed job description?

As the flow figure shows (Figure 6 on page 35), the considerations and their application to job design, seamlessly connect to the job descriptions development process, which essentially translates the job design into a tangible and usable form.

To summarise, the job design must contain the needed combination of tasks and responsibilities,

relationships and **authority** of each role and the job description must contain clear duties, reporting lines, minimum requirements for the job. It is the job description that subsequently becomes the basis for recruitment and selection, performance management and accountability practices and decisions. This value chain is critical for overseeing performance.

Job Description

DEFINITION

A job description is a formal document that outlines the key details of a specific job within an organisation. It acts like a roadmap for both the employer and employee, defining what the job is about.

It serves as a blueprint for the contracting process and actual contracting process.

03



**Job
Description**

The typical elements of a job description:

1. **Job Title:** The name of the role (e.g. Project Officer/Coordinator, HR Officer).
2. **Department/Reporting Line:** Where does the job sit and who does it report to?
3. **Purpose of the Role:** A brief summary of why the role exists. (Role Purpose)
4. **Key Responsibilities:** The main tasks and duties the person is expected to perform.
5. **Required Qualifications/Skill:** Education, experience, and abilities needed.
6. **Working Conditions:** work location, working hours, leave allocation, travel expectations, having a driver's licence and any relevant other job demands (which in the NPO can include field work or owning a car, speaking several languages to facilitate community sessions)
7. **Performance Indicators:** How success will be measured? What will be the KPAs?
8. **Salary package / range:** Plus, a statement on performance bonuses or 13th cheques.

Why are JDs important?

For employers

- Helps with recruitment and performance management.
- Sets out clear expectations.

For employees

- Offers clarity about their role and boundaries.
- Articulates what employees are accountable for.

For HR

- Critical element of the employer/employee relationship
- Foundation for recruitment, training, evaluation, & promotion decisions.



To note: For the SEF project, SEF participants must also have a JD / job profile that outlines their roles and responsibilities, even if they are on a fixed-term contract of 8-10 months.

Examples of Job Descriptions: A poor and a good JD/Job adverts samples

JOB DESCRIPTION: EXAMPLE 1

Job Title: Office Person

Location: Somewhere in Johannesburg (maybe remote sometimes)

Salary: Not discussed

Job Summary

We need someone to do admin stuff. You'll help the team stay organised and do things like emails and filing. You should know Microsoft and be good with people. Sometimes events. Must be able to work under pressure.

Duties Include

- Office work
- Emails
- Filing
- Talking to people
- Maybe events
- Helping the boss

Requirements

- Must have experience
- Must be reliable
- Degree maybe useful
- Know computers
- NPO experience is good
- Must be fast



Analysis of the Job Description: Example 1

What is the problem in the above job description?

1. Vague Job Title

- “Office Person” is casual and unclear and does not reflect the professional role of an Office Administrator.
- Does not align with standard job titles used for recruitment.

2. Unclear Job Purpose and Impact

The JD does not mention what the employer’s name, nor what it does or how the role supports its mission, which are key elements when recruiting. Who (as in employer organisation) is advertising?

3. No Structure and too little detail

- “Emails”, “filing”, “maybe events» are vague and offer no specificity to know the exact tasks. What kind of emails? Filing system of what? What events? What about events? Descriptions of tasks are key.
- Duties are too broad and meaningless without context.

4. Poor and vague use of language

- Phrases like “do admin stuff” and “helping the boss” show a lack of clarity and professionalism. The phrasing is too informal.
- Poor layout and poor grammar usage, which can be read as a signal of lack of care. Such can make it difficult to attract top / quality candidates.

5. Unclear requirements

- “Must have experience” What kind of experience for this specific role? Admin? NPO? Customer service? This vagueness will make difficult to respond to this advert.
- “Degree maybe useful” Which degree in relation to the role? Is the degree required or not? Be clear.
- Are there any other essential soft skills required / ideal or necessary for the role, such as organisation, communication, or multitasking or ability to work under pressure?

6. Evident gaps in the JD

No mention of:

- Reporting lines (e.g. to Operations Manager or CEO/Director).
- Working hours or type of contract (permanent / fixed term/ short term) being offered.
- Salary range or pay benefits.
- Any disclaimers: Equal opportunity employer or targeting women or people with disability.

7. Tone and Brand Disconnect

An NPO often also reflects its values, mission, and a sense of purpose even in its job roles.

JOB DESCRIPTION: EXAMPLE 2

Job Title: Office Administrator

Location: Full-Time, Permanent

Reports to: Operations Manager

Start date: As soon as possible (to be discussed with the candidate) / Ideally, a start date should be added here.

Start date: As soon as possible (to be discussed with the candidate) / Ideally, a start date should be added here.

Organisational Overview

Gender Changemakers Organisation is a South African non-profit organisation committed to actively work towards promoting women's rights and advancing gender mainstreaming. We work with women and girls in underserved communities to drive sustainable, people-centred change in the sphere of women's rights and gender equality.

We are seeking a proactive and highly organised Office Administrator to support our growing and high-performing team and ensure the smooth day-to-day operation of our office and administrative systems. This individual must also explicitly be aligned to the values and mission of our organisation.

KEY RESPONSIBILITIES

Office Administration

- Maintain a well-organised, well-functioning, professional, and welcoming office environment.
- Coordinate office supplies, equipment maintenance, and service providers, at organisational and departmental level.
- Manage incoming/outgoing communication in a professional manner.

Document & Records Management

- Maintain electronic and physical filing systems in line with data systems (e.g. POPIA compliance).
- Assist with preparation and dissemination of reports, minutes, and correspondence.

Scheduling & Coordination

- Oversee and support calendar management for senior staff and team meetings.
- Assist in logistics for meetings, trainings, and other convenings (venue booking, catering, materials support).

Financial & Operational Support

- Assist with petty cash handling and management, invoice tracking, and liaising with the finance team.
- Provide administrative support in procurement processes.
-

Team Support

- Lead the development of the formal Induction programme.
- Support onboarding and induction of new team members.
- Liaise with HR, Finance, and Programme teams as needed for internal coordination.

Minimum Requirements

- A relevant qualification in Office Administration, Business Administration, or a related field.
- Minimum 3 years of experience in an administrative role, preferably within the non-profit or development sector.
- Strong working knowledge of Microsoft Office, Google Workspace, and other general office systems.
- Familiarity with South African regulatory and compliance contexts (e.g. POPIA, SARS filings, CIPC) is advantageous.
- Excellent written and verbal communication skills in English (additional South African language spoke in Gauteng will be looked at favourably)
- Strong interpersonal skills and a service-oriented attitude.
- Ability to work independently and manage multiple priorities with attention to detail.

What We Offer

- A supportive, mission-driven working environment
- Opportunities for growth and development
- A chance to contribute meaningfully to impactful work in South Africa
- Competitive NPO-sector remuneration package
- Allowances are applicable, such as for out-of-town work travel assignments

To Apply

Please submit your CV and a short cover letter outlining your suitability for the role to recruitment@genderchangemakers.org by 24 October 2025 (by 5pm). Use the subject line: Application – Office Administrator. All applications must be sent via email.

Gender Changemakers Organisation is an equal opportunity employer.

We are committed to building an inclusive team and strongly encourage applications from women, youth, people with disabilities, and candidates from historically disadvantaged backgrounds.

Analysis of the Job Description: Example 2

What works well in the above job description?

1. Completeness

- It is a full and complete job description in terms of the key elements discussed above.
- Contains organisational information such as mission and ethos, application requirements and expectations, contact details, comprehensive list of duties and requirements.
- Explicitly states what the organisation will offer in terms of support, opportunities and remuneration package.
- Relevant disclaimers / conditions have been added.
- Application requirements have been included.

2. Professional and formal layout

- Formal format and a standard job description have been used.
- Formal and professional tone and language have been used.
- Very professional presentation.
- Easy to read and understand

3. Clarity

- Clear job title and role
- Enhanced details for specificity

CALL TO ACTION

So, what else works for you about this second job description? Please add.



PRACTICAL QUESTION TO PONDER

1. What are the key elements of a good / a poor job description in the context of your organisation's job descriptions? Why?
2. How should your organisation improve its job descriptions?



SEGMENT 4

PEOPLE MANAGEMENT



As mentioned earlier in this HR manual, HR matters in the NPO sector are seldom treated as a strategic issue. Yet, as the point has been made, it is critical that the non-profit sector makes visible its HR realities, challenges and needs as employers. The employment statistics of this sector with the data shared earlier, confirms the significant contribution that this sector makes to address employment challenge facing South Africa, which is now further enhanced by the SEF project.

People management broadly, and in smaller sized organisations, is crucial because unlike large organisations in other sectors, the NPO sector finds itself often having to implement alternative HR institutional arrangements due to resource and/or capacity limitations (such as to outsource HR entirely or in functions). It is in this context of resource constraint that people management as an HR essential can be marginalised.

The argument is that the marginalisation of people management cannot be allowed because, in the context of constrained resources and limited capacity, that is when it becomes even more important especially for small businesses and

organisations (emergent even, such as those that work with The Learning Trust on the SEF project), often found in this sector. It is because in these smaller organisations one commonly finds people 'wearing multiple hats' and juggling multiple roles, of which HR may be but one of them. It is this reality that makes people management important, because without it, these small organisations expose themselves to multiple people risks, such as staff turnover, job dissatisfaction, poor wellbeing, and low morale which can negatively impact organisational stability and performance.

What is People Management?

DEFINITION

People management refers to the strategies, processes, and day-to-day practices used by leaders and managers to lead, support, and develop staff members effectively. Think of it as the "human operating system" behind all the technical work your NPO does.

It is about much more than delegating tasks; it's about critical functions such as:



FIGURE 7: Elements of people management

Why Is People Management critical in the workplace?

1. Boosts Individual and Team Performance

When people are clear on expectations, supported, and encouraged, they thrive. **Good people management ensures:**

- Goals are clear
- Work deliverables are aligned with work objectives, knowledge and skills
- Feedback is open, timely, regular and constructive
- Personal development is supported and enabled

2. Enhances Staff Morale and Retention

In NPOs where salaries might not be high, it means support, and respect become priceless. **Effective people management fosters:**

- A sense of purpose
- Meaningful inclusion, belonging and recognition
- Practices of making visible of all employees and valuing these employees
- Workplace practices that foster employee and organisational wellbeing

3. Ensures Continuity and Organisational Learning

High turnover leads to loss of talent and skills and institutional memory loss. **Effective people management is necessary for continuity.**

- Managers help onboard, mentor, and retain knowledge and strategic skills.
- Institutional culture is preserved and passed on.
- Managerial oversight is critical.

4. Builds a Positive Organisational Culture

- Culture is shaped in daily interactions and not just in policies and is interrogated regularly.
- A positive workplace culture is built by through meaningful engagements with staff, respectful and responsive leadership, constructive conflict resolution ethos and practices, and collaboration practices that create a safe, inclusive environment.

5. Improves Impact and Credibility

Having passionate leaders and employees is great, but that passion needs harnessing, direction and coordination through an intentional people management approach.

- Well-managed employees and teams deliver results more efficiently and more consistently.
- This boosts credibility within the organisation and throughout the broader stakeholder community of the organisation.

6. Aligns Staff with Organisational Mission

People do not just work for a non-profit, in many instances it is because they believe in its cause.

- Good management ensures individuals see how their role contributes to the bigger picture.
- This deepens commitment and motivation and importantly, fosters loyalty.

7. Supports Equity and Fairness

- A clear people management approach helps prevent favouritism, bias, or inconsistent treatment.
- Fair recruitment, learning and development opportunities, and performance processes uphold the values of the NPO, its practices and adheres to the applicable laws.



To note: People management applies to all employees, including temporary employees and those on a short fixed-term contract like the SEF participants.

It can also be argued that for the SEF participants, many of whom likely come with very limited real work experience, how they are managed is even more important as it will likely form the basis of their work journey and how they frame their workplace experience. Thus, a positive work and management experience will set them up for success, while a negative and even toxic management and workplace experience may 'scar' them.



Recruitment and Selection

Recruitment and selection (often used together, but which are different) for any employer are critical functions in building a well capacitated and enabled organisation to meet its mandate. It is unlikely that any organisation currently exists that has not at some point, had to recruit employees, interns, and volunteers. This reality echoes the centrality of recruitment as one of the key tenets of a functional HR cycle.

On the right are definitions of recruitment and selection.

DEFINITIONS

Recruitment: *This is about attracting a pool of qualified candidates for a job vacancy. Recruitment finds and expands the pool of people to choose from. Once recruited, the selection processes kick in.*

Selection: *Selection is the process of evaluating applicants for the advertised job and identifying and selecting the best candidate for that role. Selection chooses from that pool.*

In a nutshell, the process is essentially as follows:

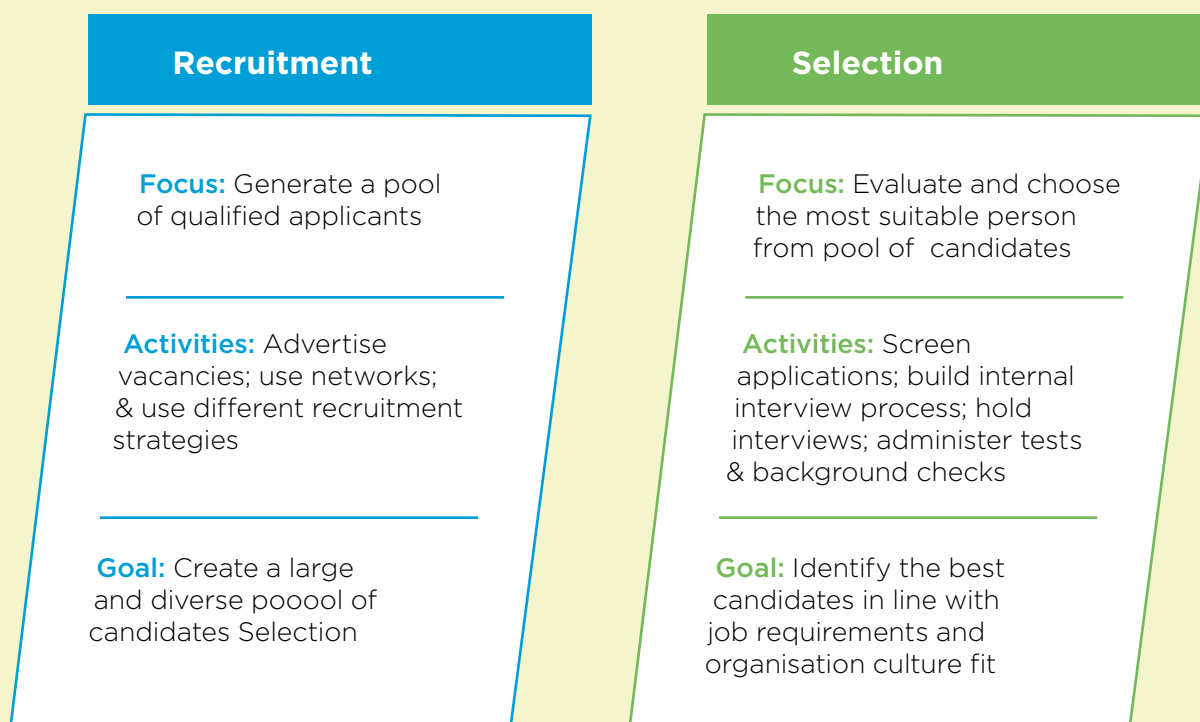


FIGURE 8: Differences between Recruitment and Selection

But as critical as recruitment is, it is also a complex process in that it is seldom merely about publishing a job advert and employing the right candidate. The implementation of a successful recruitment process increases the likelihood of identifying a new employee who is both a match or fit to the advertised role and the broader organisational mission, values and objectives and someone who has the desired attitudes and possesses the appropriate aptitude/temperament. On the other hand, an incomplete or unsuccessful recruitment, either because it cannot be completed or it no longer aligns with the organisational recruitment policy and processes, or which fails to yield the 'best suited' candidate to the advertised role, presents a myriad of challenges for the recruiting organisation. Some of these are that it may:

- lead to the organisation having to keep a vacancy open for longer than planned;
- force a change in the recruitment strategy;
- impact work and performance in the organisation;
- extend the recruitment time and related costs, beyond what was initially envisaged; and
- introduce uncertainty into the organisation.

These challenges can affect all organisations, whether public or private, but even more so if they are from the non-profit sector (reasons are explained below) showing that no sector is immune.

In the public and private sectors, many organisations often have fully-fledged HR teams and even stand-alone HR departments. Fully-fledged here refers to an HR team with HR professionals and one likely led by a senior leader in the form of an HR Director/Lead, who may report directly to the CEO. Such an HR team will also have the resources needed to recruit at any level, to build HR systems, in some cases to outsource whatever HR function may need to be outsourced, thus essentially functioning as a team that is enabled to run end-to-end HR functions, and oversee and manage their own budgets to

run skills-development programmes, and other programmes they deem critical to the needs to deliver a strategic HR function.

The above picture of HR departments and functions in the public and private sectors, does not always extend to organisations in the non-profit sector. Granted, it is a situation that may extend and apply to organisations with the vision to build such an HR function and that also have financial resources to enable them to build a fully-fledged HR team/department.

The reality though is that many organisations are on the opposite end of the spectrum, in that they do not have any designated HR function, nor an HR team, nor an HR lead, nor the needed systems or resources to support the implementation of building an effective HR function. This directly impacts the functioning of those organisations, often 'constraining' them in their functionality. Many organisations in the NPO sector do want to have a functioning HR team, but often resources and an absence of professional skills or financial constraints to pay market-related pay packages for those technical HR skills present real limitations. In its absence, what some organisations do is to outsource HR fully or aspects like the recruitment processes, payroll function to external HR service providers.

This outsourcing by the way, still requires resources and in some cases, an internal staff member to lead this function (or hold the HR space), even overseeing the external service provider while performing their main role, which often creates new layers of challenges. The above points do not take away from the reality that a very small organisation may also decide not to have a full HR function and instead to outsource this function fully. Regardless of the actual organisational arrangements of the HR function, recruitment and selection are key functions.

Key factors to know, before going to the job market

But before initiating any recruitment and selection process, some key questions are worth asking:



Does your organisation have a clear policy that frames this process?



Does your organisational structure have this position, is there a designated job role to be filled and is this position budgeted for?



Is the purpose of the recruitment clear to all? Why recruit and for what purpose? Is there a sense of the profile and qualities on a 'ideal candidate' for the vacancy?



Is there a job profile that has been developed and is it clear?



Does the role align internally, with the organisational strategy, HR/recruitment plan, budgeting system, supervisory responsibilities?

Once there is clarity of the above questions, then recruitment process can begin. The following terms are integral to the recruitment process, and they are explained below.

Key recruitment terminology

Skills refer to the ability to perform certain tasks or solve problems effectively. Skills are often acquired through experience, training and learning.

For example, an ability to lead a programme or to facilitate youth or to lead community meetings.

Behaviours refer to actions and activities that are expected of an individual based on the position they hold in the organisation.

For example, an employee is expected to perform tasks as outlined in their job description and contribute to an organisation's mission. A bookkeeper is expected to keep, record and maintain the organisations financial transactions, compliant with the relevant accounting standards.

Qualifications often refer to the academic educational background (for example, the role needs someone with a Grade 12 education level or a Diploma or a Bachelor's Degree in Social Work), in the main, qualifications may come from training, experience and training. These often signify minimum requirements and standards that apply for the job.

Knowledge refers to information related to understanding of the sector, knowledge of the specific organisation, technical expertise critical for the specific role.

For example, direct knowledge of having worked with communities or women and children, youths, for instance or working using appreciative methodology.

Experience is about the candidate having the needed practice to fulfil the job specifications and actively and positively contribute to the broader success of the organisation they are being recruited to.

For example, 10 years' experience in a senior role in a NPO sector.

- Articulate organisational recruitment guidelines in your HR policy, start from initiation to close-out process, underpinning principles, sign-offs, planning and budgeting for recruitments,
- Develop Standard Operating Procedures (SOPs) to accompany the policy
- Decide on recruitment strategy for the advertised role
- Be clear about who will coordinate and oversee the recruitment process
- Develop job descriptions and accompanying job adverts
- Be alert to conflicts of interest that may emerge
- Communicate openly and transparently about the recruitment process
- Have clear internal interview arrangements (interview structure, schedules, type of interview, scoring and closing off the process)
- Allocate costs for recruitment

1. Does your organisation have clear recruitment, selection and interview protocols? Please list these.
2. What elements need to be added to strengthen your recruitment?



Internal recruitments – what rules apply?

CASE STUDY 003

Getting an internal recruitment wrong

Karabo joined the Kutlwanong Centre as a junior administrator, a role she had occupied for the past three years. She enjoys it and believes that over time, she has gotten to be very good at it (when one compares to how she struggled at the beginning). The positive feedback from her colleagues has also confirmed this for her.

But at the end of June, she told her line manager (Johannes) that she really needed a new work challenge and wanted to share this desire with the line manager. Her line manager listened attentively to Karabo. In his mind, Johannes was clear that he and Kutlwanong Centre could not afford to lose Karabo and so he wanted to keep her in the fold of the organisation.

So, with the new cohort of the SEF participants about to be onboarded, she knew that they would need someone to oversee those participants in the field and the more he thought about it, he thought Karabo could easily do this. Afterall, she knew the organisation better than most, she worked hard, was well liked by most of the managers and she had experienced a readiness for a new challenge and the SEF project was that challenge.

When he broke the news to Karabo, she couldn't believe how quickly this new challenge and opportunity had come. The way Johannes explained what she would need to do (without a written job profile), it seemed easy enough to do. Plus, the best parts were that she would manage it by herself and report directly to the Director and the role also came with a salary increase.

Three months later... But three months in, it felt she was drowning on all fronts. The SEF participants seemed unhappy (based on their complaints), she herself was not happy and the Director was also not pleased. Too many things had gone wrong, from how she did the induction, to how she managed the team, all was seemingly unravelling.

On reflection, she had to accept that as rosy as this new opportunity had looked and as attractive as they pay was, if she had been honest from the beginning, she should never have taken it without 1) understanding the full role; 2) without understanding the key performance areas of the role; 3) without knowing how she would be supported to perform this role and by whom.

She really was at a crossroads and what made it worse is that her family wanted her to stay in the job, as they couldn't lose her increased pay and her director also wanted her to stay in the job as she said these challenges 'were common teething problems'.

PRACTICAL QUESTION TO PONDER**Critique**

What is the main problem in this case?

What glaring mistakes were made here by the organisation, line manager (Johannes) and Karabo (the employee)?

What recruitment and selection principles/guidelines, discussed in the manual, have been disregarded and have not been applied?

Ideally, what should have happened?

What would you have done differently in this case, for better outcomes?

What should she do? / What should her decision be, about her next step?

How can this situation be salvaged, if at all?

Name and discuss 5 key takeaways from this case about the following themes:

- Recruitment and Selection
 - Organisational policies
 - Promotions
-
-
-
-

The recruitment of internal staff for job vacancies by organisations is not uncommon. It can be a great option for organisations for numerous reasons, such as driving personal development and growth of internal staff, rewarding high performers, creating upward career mobility opportunities, saving the company costs that are often associated with external recruitments, amongst others.

In the event that organisations do decide to proceed and to include internal recruitments and internal promotional opportunities for staff, the following must apply.

Applying these considerations is critical because, just like with an external recruitment, an incorrect and unsuitable internal recruitment and selection process, which is often a promotional move, will also have negative implications for the organisation. Hence the argument for the same process rigour to be maintained, whether one is recruiting outside or from within the organisation.



Key considerations for internal recruitments

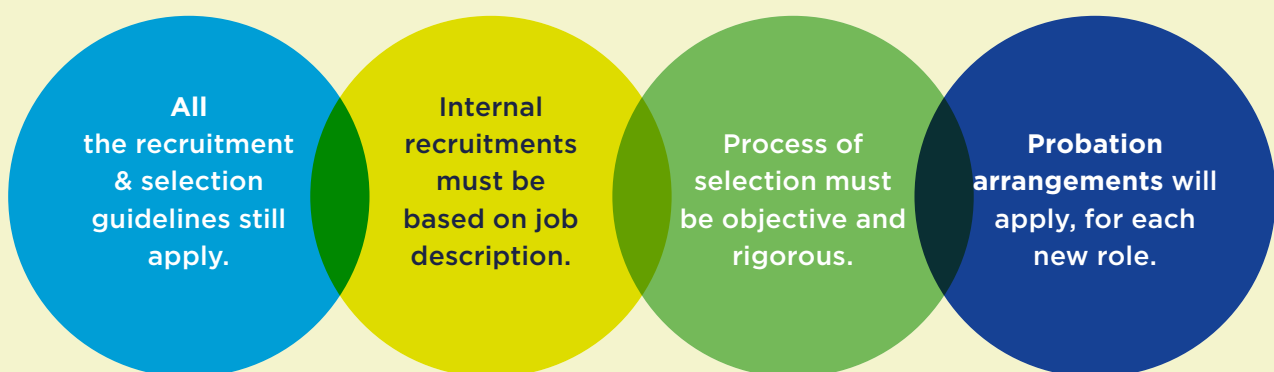


FIGURE 7: Key considerations for internal recruitments

Induction and Onboarding

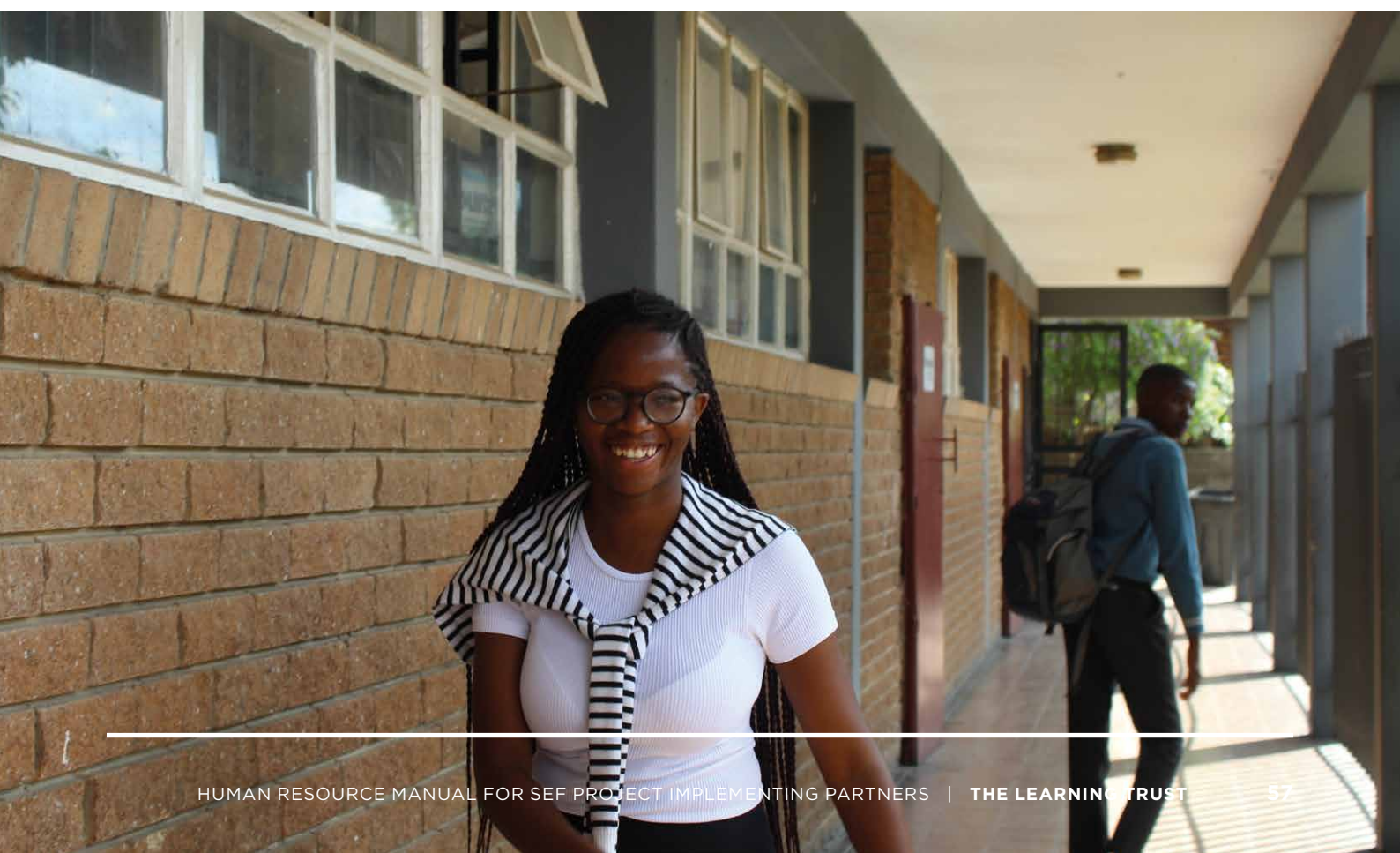
This next section helps employers answer the question of now that we have found the suitable candidate, what do we do and it helps employees understand the next step of the selection process. The worst thing that any employer can do after running a successful recruitment process and identifying the most suitable candidate for the vacancy is not knowing what to do with them, once in the organisation. When this happens, it is a clear red flag that the organisation has neglected a critical post recruitment step, that of induction and onboarding. Neglecting induction and onboarding can have several implications, like the new employee feeling unwelcomed, lost and unsupported, struggling to build relations with colleagues, difficulty understanding the organisational context, its ecosystem and perhaps their own role in it, struggling to build commitment to the work, the organisation and its people. In an extreme case, this failure to run a process of induction and onboarding, if not addressed urgently, can even see the new employee deciding to leave the new organisation.

The process of induction and onboarding is critical to ensure that the suitable candidate is afforded the best chance to adapt and eventually succeed in their new role and organisation.

DEFINITION

Induction: *This is a process where the organisation familiarises the new employee with the organisation, the team and their immediate job responsibilities.*

Onboarding: *Onboarding is about fully integrating the new employee in the organisation. This involves fostering a sense of belonging and commitment from the new employee.*



Below is a table showing the key differences between Induction and Onboarding

	INDUCTION	ONBOARDING
Activities	Introductions to key personnel, touring the workplace (if location is physical), sharing an overview of the organisation's history, mission and values, and discussing key organisational policies and broader sector environment	Extends beyond induction activities to include training, mentorship, ongoing feedback during probation and beyond, and intentional integration into the team culture.
Duration	Tends to be short (1 day to a week)	Longer timeframe (from weeks to months) Happens over time
Focus	Task focused and sharing about practicalities of the role	Holistic, cultural and social integration. Attempts to build strong connections between new employee, colleagues and organisation.
Timing	Begins immediately on start date	Can begin even before the start date and can be ongoing. Can also be role-dependent.
Scope	Organisational and workplace introduction, and immediate job role	Comprehensive integration into the organisation.

PRACTICAL QUESTION TO PONDER

1. Do you have an organisational Induction and Onboarding process?
2. What are its strengths?
3. What are its shortcomings?
4. What areas need to be improved?



CALL TO ACTION

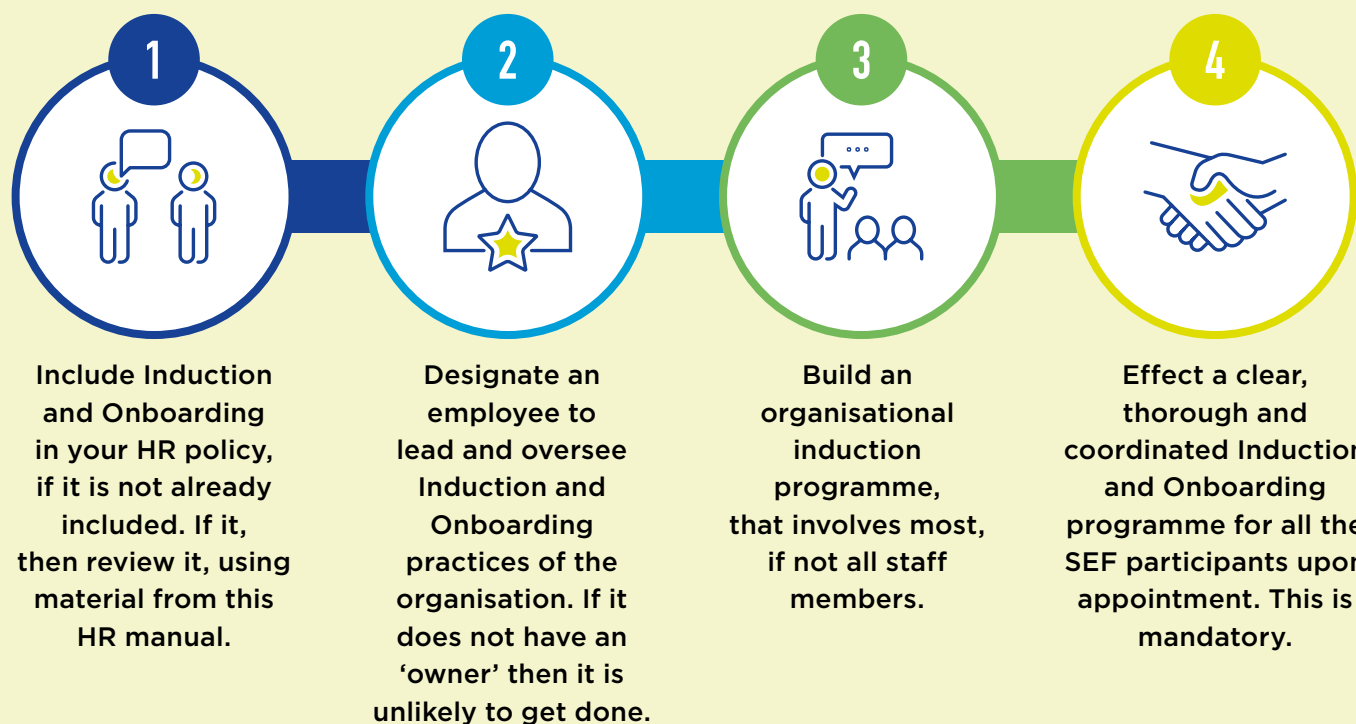


Please share your detailed induction and onboarding plan for the SEF participants, who will be joining your organisation? It is mandatory that as an IP, you have one the SEF participants.

To further illustrate the points made in this segment, let us go back to the earlier case that we used, which we have now extended to include content relating to induction and onboarding.

CASE	QUESTIONS
Part 1: A SEF participant (Sipho) is joining the **Mfundo Educational Organisation based in **Phillipi, Cape Town. On arrival on the first day of work, he meets most of the team and after introductions, he is introduced to **Ayanda who he is told, will be his line manager. He leaves the meeting trying to remember all that he was told, but still very much unsure about the full scope of his work. Part 2: By the time Sipho went to the field with Ayanda, he was still not clear about his exact role. Worse, he didn't know how to pose this question to Ayanda, nor was he even sure that she was the right person to ask. But if not her, who else then? In fact, who was the Director (as it turns out that this is one of the people who was not in that initial introductory meeting held on his first day in the organisation) and it was not made clear that the Director was someone he could easily reach out to. He did though decide that he needed to ask these questions to Ayanda, next time they met for a one-on-one, but he didn't know when that would be. Five months on, he still had not had a one-on-one work with Ayanda. Even though they meet in staff meetings and in the kitchen, there doesn't seem to be the same time, for one-on-one meetings. Sadly, none of the information he has received from colleagues has helped provide the clarity he needed. This was starting to bother him especially as he thought about the remaining five months on his SEF employment contract that he still needed to spend in the organisation. **Please note that this case is purely fictional. No part of it is true or based on real events.	Organisational structure: What does the brief and informal nature of the onboarding suggest about the organisation's structure? (E.g., is it flat and informal, or lacking in clear hierarchy and systems?) What does neglecting an onboarding process look like? What improvements could be made to ensure a more structured and supportive onboarding process? Job design: How could the organisation better structure this job role to ensure it is clear and meaningful to the new SEF participant? Job description: What key elements should a job description for this role include? How could a clear job description have helped the participant better understand their role from day one? Other critical questions: What is your analysis of Ayanda's people management skill? Use content from the manual to build your response. If you were Ayanda, how would you redesign the onboarding process to set the participant up for success? What might this onboarding process say about the organisational culture at Mfundo? How might unclear job descriptions affect team collaboration and performance in the long term?

Towards meaningful action





Thinking about Teams

Once recruitment and selection, and induction and onboarding have concluded successfully, the new employees then join one of several of the units and teams that may already exist in the organisation. As important as the individual employee is, there is agreement that having teams in organisations is both important and critical for the overall success of the organisation, as no single individual, talent notwithstanding, can achieve on their own, what is possible to achieve with a functional and effective team. As one article puts it, “in the current economy, most of our jobs involve interacting with others, so, being able to perform well with your colleagues is key to attaining growth and success” (www.yale.edu).

So, if the importance and necessity of teams is not in question, why do some organisations struggle to build functioning and effective teams, that are geared towards success? The building of successful teams, cuts across all sectors, including the non-profit sector.

This emphasis is important because even though NPOs often differ from private and public sector organisations in terms of available resources, mission, scope and scale of work, and size, the formation of teams is just as relevant, if not perhaps even more important due to the constrained resource nature of NPOs. Some of the NPOs are small, under-resourced and often under-capacitated in terms of staff and so in this context, effective use of staff and teams is a critical enabler for success.

It is necessary to stress that even though, oftentimes we talk about a team, as a singular ‘thing’, this is seldom the case. Organisations have many variations of teams and fluidity within and between teams, leading often to the of different types of teams, like cross-functional teams (members from different departments/units); self-managed teams (teams with high autonomy) and project teams (teams focused on projects).



In this section, the focus will be on how to think about teams and build these properly.

DEFINITION

A team is defined as a group of individuals, each with their own skills, who come together to collaborate while relying on each other's expertise and support to achieve a common goal.

Following from the above definition, it is critical to name some of the key characteristics of teams, which speak to what glues individuals together in order to fundamentally differentiate it from a group.

The failure to cultivate a functioning team or to build a team, directly impacts the people and teams in the organisation, and the broader organisation itself. This damage at multiple levels is worth highlighting, based on an organisation-wide understanding, due to multi-level implications and to the organisational risks it poses.

On the next page, we flesh-out some of these negative implications and damages for the team and for the organisation due to poor and/or ineffective team building. The consequences outlined below do not represent an exhaustive list as such as many more could be added.

Five key characteristics of team building

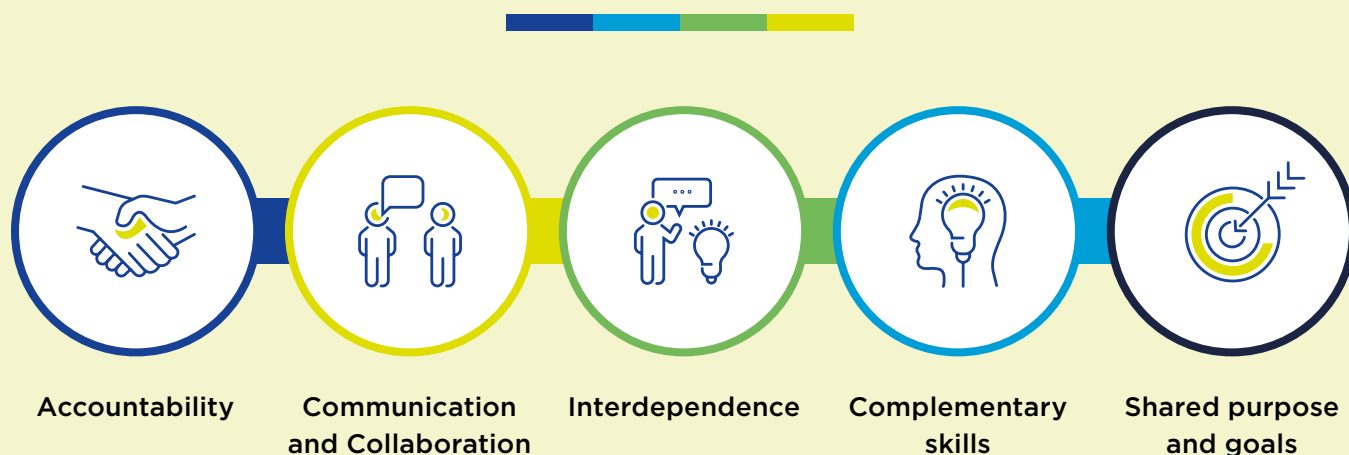


FIGURE 10: Key characteristics of team building



For the team

Poor engagement and low staff morale:

Dysfunctional teams negatively impact the morale and atmosphere in the workplace, which can lead to reduced job satisfaction and high staff turnover.

Reduced productivity: This can manifest in slow progress on tasks and deliverables, increased conflicts and discord that hinder collaboration and compromise progress.

Erosion of trust: Team dysfunctionality can easily erode employees' willingness to share, collaborate and build collectively towards a shared purpose.

Increased conflict: Dysfunction can also manifest through escalating and poorly managed conflicts, which can create toxicity in the organisation and fuel unhealthy ways of relating, before eventually leading to disintegration of healthy teamwork and team connections.



For the organisation

Damaged reputation: Team dysfunction as stated above, can have dire consequences for productivity and performance, which can damage the reputation of the organisation. In some case, the damage is in the form of financial losses.

Impaired decision-making: Team dysfunctionality can, due to its likelihood to increase conflict as mentioned in the preceding section, impair the team's and organisation's decision-making capacity. This impairment happens due to erosion of trust, increased conflict and weakened communication.

Wastage of resources: When teams are dysfunctional, and decision-making is impaired in organisations, it essentially creates the conditions for time, organisational and financial resources to be wasted. In this instance, opportunities are likely to be lost and inefficiencies to rise.

PRACTICAL QUESTION TO PONDER



CALL TO ACTION

[illegible]

Cultivating strong and healthy teams



Get curious about your team!
Use various tools to surface insights within teams.



Build healthy team relations, starting with a shared vision.



Observe the team culture, not just performance metrics.



Know the dysfunction of your team(s) and build targeted actions.



Foster an intentional wellbeing ethos!

FIGURE 11: Ways to cultivate strong and healthy teams

Towards meaningful action



The work to strengthen teams is one area that remains critical, especially in an environment where collaboration is seen as a key global trend. Collaboration is recognised as a driver in organisational transformation and in fostering a more adaptable and engaged workforce, which is important in a context where many sectors, industries have actively fight against employee disengagement, which research confirms to be a risk for workplaces. Positive collaborative practices are crucial to enhance organisations' ability to work effectively and productively through agile and cross-functional teams. In the absence of collaboration, agility (recognised to be a key leadership skill) and cross-functional operation will be hamstrung.



To note: In the case of SEF, Implementing Partners have to be even more cognisant of the quality of the teams they have (and the ones they will need to create) following the onboarding of the SEF participants.

The SEF participants will require IPs and managers to be thoughtful and intentional about how they will integrate these SEF participants (Need: a clear integration strategy), into already existing teams and processes. Failure to do this, will immediately create a schism in the organisation and cultivate an 'us' and 'them' divide, that may be hard to close up, after the fact.

Line manager will need to prepare for expanded management responsibilities such as performance, enhanced people management demands, a need for greater employee support and an increase in leadership agility, responsiveness for work change environment.

Furthermore, the work to build strong teams is also made important because of the new reality of hybrid work and teams, introduced during the Covid-19 pandemic and which have remained in place, post the pandemic. Hybrid work is a work model that combines office based and remote work. Hybrid work provides employees with the flexibility of choosing where to work, at home (or off-site) or in the office.

In this regard, this work gives employees some choice, work control about where they work to achieve maximum focus, for instance and real opportunities to achieve the work-life balance, which is also known to be illusive for many employees, even though it much desired. But as attractive as hybrid work is, if it is to succeed, there are a few considerations to be made to ensure it is a successfully implemented.

Finally, and perhaps the most important consideration pertains to the management practices for hybrid work. With hybrid work, managers and leaders may need to adapt their leadership style to be able to effectively support and manage both in-office and remote working teams.

This may take time to achieve, but it is critical that it be done, otherwise organisations risk achieving greater flexibility for staff, while losing and weakening oversight and management.

Technology Infrastructure

- Do your staff have reliable technology? How do you support them in this regard?
- Does it enable consistent communication and collaboration?
- Is your technology secure?

Communication Protocols

- Have you developed clear communication guidelines for remote and in-office teams?
- Are these widely known in the team?

Equity and Inclusion

- Hybrid work model must ensure inclusion and fairness for all employees.
- It must not be divisive and (inadvertently) create in and out groups.

CALL TO ACTION



So, how is your hybrid work arranged? Is everyone clear on how it works and the accompanying do's and don'ts? Are these written down and have staff been oriented to these.



 **To note:** For the SEF participants, the hybrid work arrangement may also be a reality as some organisations may have remote work options. This means that this remote work must be closely managed to ensure that it aligns with the contractual arrangements covering timing and reporting protocols, that may apply to the SEF project.

HR MANUAL CONCLUSION

This manual is intended to provide direct support to non-profit organisations, in this specific case those that work directly in the Social Employment Fund project and their participants, with tangible HR specific technical and practice knowledge and practices to be able to develop their own fully-fledged HR systems, policies, and procedures.

The practical knowledge is derived directly from the NPO sector, which makes it immediately relevant and useable to the SEF project organisational and individual participants. The rest of the practical information is drawn from the legal and labour context.

In order to maximise the value of this HR manual, it includes cases, probing questions, exercise suggestions, information boxes, call to action segments to deliberately enhance the utility value of this HR manual, for the IPs, in the management of the SEF participants.

This HR manual is easy to use wherever the organisation may be in terms of the status and/or development of its HR systems. This means that it will be useful to NPOs, regardless of the state of their HR systems, whether they are just starting to build HR systems or to those organisations that are at an intermediate or advanced stage of HR systems.

It can also be used to bolster individual HR functions such as recruitment and selection, induction and onboarding and broader people management and team building practices.

The objectives of this manual were to develop an HR Manual that provides technical HR content for the SEF's Implementing Partners to enhance their own organisational understanding and practice of the HR function; to build an HR Manual that is contextualised in the SEF project

located in the non-profit sector and to provide the SEF's Implementing Partners with actionable HR Manual.

These objectives must ultimately enable the IPs to build an informed and legal and people-centred HR practice that they can use for the SEF participants, who are the core of the SEF project. All of these objectives have been met and have been enriched by the addition of other relevant organisational content relevant to the building of sound and healthy organisations.

As HR evolves, this manual will need to evolve with it through the ongoing addition of relevant new content. This will ensure that this manual remains responsive over time to what may be evolving HR needs.

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