



**Portfolio of Training
Programmes & Workshops**

CONTENTS

		Duration
EMPLOYMENT LAW AND RELATIONS		
1.	MANAGING EMPLOYMENT RELATIONS (MER)	2 days
2.	PREPARING FOR & INITIATING DISCIPLINARY & POOR PERFORMANCE HEARINGS	2 days
3.	CHAIRING DISCIPLINARY & INCAPACITY HEARINGS	2 days
4.	MANAGING INCAPACITY (POOR PERFORMANCE & ABSENTEEISM)	1 day
5.	ADVANCED WORKSHOP: CROSS-EXAMINATION	1½ day
6.	ADVANCED WORKSHOP: CCMA RULES	½ day
7.	PREPARING FOR & PRESENTING A CASE AT CONCILIATION & ARBITRATION	2 days
8.	WORKPLACE HARASSMENT	1 day
9.	EMPLOYMENT EQUITY: RIGHTS & OBLIGATIONS	1 day
CONSENSUS-BUILDING, DEAL-MAKING & DISPUTE RESOLUTION		
10.	NEGOTIATION SKILLS (LABOUR & COMMERCIAL)	2 days
11.	CONFLICT PREVENTION, MANAGEMENT AND RESOLUTION – A LEADERSHIP APPROACH	1 day
12.	MEDIATING WORKPLACE CONFLICT	3 days
WORKPLACE SOLUTIONS		
13.	EMOTIONAL INTELLIGENCE	1 day
14.	EMPLOYEE ENGAGEMENT: CREATING THE IDEAL WORKPLACE	2 days
15.	TIME AND SELF-MANAGEMENT	1 day
16.	EFFECTIVE DELEGATION	1 day
17.	MANAGING DIFFICULT CONVERSATIONS	2 days
18.	PERFORMANCE MANAGEMENT	2 days
19.	THE BUSINESS CASE FOR SUBSTANTIVE DIVERSITY	1 day
20.	PROTECTION OF PRIVATE INFORMATION (POPI)	1 day

1. MANAGING EMPLOYMENT RELATIONS (MER)

DURATION: 2 days

PURPOSE / OUTCOME

To equip line managers with a broad understanding of ER/IR, including managing conflict, building co-operative relationships and disciplinary/incapacity procedures.

CONTENT

- Introduction to employment relations
- The importance of trust in employment relations
- Assessing the state of ER and levels of trust in the organisation
- The contract of employment: fixed-term and permanent
- Overview of relevant employment legislation
- Rights and duties in employment
- Causes of ill discipline
- Distinguishing misconduct from incapacity
- The meaning of "*dismissal*" and disciplinary action short of dismissal
- The Code of Good Practice: Dismissal
- Substantive fairness guidelines for deciding on guilt & sanctions
- Procedural fairness requirements
- Conducting a disciplinary interview/discussion
- Grievance procedures
- Managing absenteeism and poor performance: from adversarialism to collaboration
- A step-wise approach to effective counselling
- Specific problem areas: harassment; dishonesty; poor work performance & other areas requested for discussion, case studies & role plays

PRACTICAL ACTIVITIES

- Understanding the various employment contracts
- The reprimand and various disciplinary warnings
- From criticism to feedback
- The disciplinary interview (less serious transgressions)
- Formulation of the complaint (charge)
- The incapacity process: timing and visualise
- Assessing medical certificates

TARGET GROUP

Supervisors/team leaders/first line managers, middle management - with no or little previous training exposure

2. PREPARING FOR & INITIATING DISCIPLINARY & POOR PERFORMANCE HEARINGS

DURATION: 2 days

PURPOSE / OUTCOME

To provide initiators and/or employee representatives with the ability to effectively investigate, prepare for and present a case at disciplinary/incapacity hearings

CONTENT

- Causes of ill discipline
- Distinguishing misconduct from incapacity
- The meaning of "*dismissal*" and disciplinary action short of dismissal
- The Code of Good Practice: Dismissal
- Substantive fairness guidelines: understanding guilt and sanction
- Procedural fairness - role of the initiator
- How to gather facts and information – the investigation
- Preparing for and initiating a disciplinary interview versus a formal hearing
- Strategising the case
- Preparing an opening and closing statement
- Understanding balance of probabilities
- How to examine and cross examine
- Rules of evidence – dealing with evidence and admissibility
- Pitfalls within the process
- Poor performance management – counselling as joint problem-solving
- Preparing for the performance hearing

PRACTICAL ACTIVITIES

- The requirements of substantive and procedural fairness: case study
- The roles of the various parties involved in a disciplinary hearing: case studies
- The hearing procedure and the situations (problems) that may arise during a disciplinary hearing
- Finding and sanction: case studies
- Practical activities are aimed at preparation for the role of the initiator
- Dealing with evidence: case study

TARGET GROUP

Supervisors/managers who would initiate disciplinary and incapacity hearings or representatives of employees.

3. CHAIRING DISCIPLINARY & INCAPACITY HEARINGS

DURATION: 2 days

PURPOSE / OUTCOME

To equip managers who chair hearings with the knowledge and skills required to effectively manage all aspects of a hearing, including decision-making on guilt and sanction

CONTENT

- Distinguishing misconduct from incapacity
- The meaning of "*dismissal*" and disciplinary action short of dismissal
- The Code of Good Practice: Dismissal
- Substantive fairness guidelines for deciding on guilt & sanctions
- Procedural fairness - role of the chairperson
- Preparing for a disciplinary hearing
- The roadmap for conducting a hearing successfully: the 12 steps
- Rules of evidence
- Dealing with various obstacles at the hearing
- Deciding on the balance of probabilities
- Determining sanction
- Alternatives to dismissal

PRACTICAL ACTIVITIES

- The requirements of substantive and procedural fairness: case study
- The roles of the various parties involved in a disciplinary hearing: role play
- The hearing procedure and the challenges that may arise during a disciplinary hearing: case studies
- Finding and sanction: case studies
- Practical activities are aimed at preparation for the role of the chairperson in conducting the hearing as well as formulating the outcome

TARGET GROUP

Managers who would chair disciplinary hearings.

4. MANAGING INCAPACITY (POOR PERFORMANCE AND ABSENTEEISM)

DURATION: 1 day

PURPOSE / OUTCOME

To equip line managers with the knowledge and skill to pro-actively manage and root performance and attendance problems

CONTENT

- Causes of incapacity
- Cost implications of incapacity
- Qualities of a good manager of poor performance
- Misconduct versus incapacity: significance of the difference
- The Code of Good Practice - substantive and procedural guidelines
- Distinguishing performance management from managing poor performance - essence of correct timing
- Step-wise approach to effective counselling: a collaborative approach
- Encouraging better performance: balanced positive and negative feedback
- Dealing with ill health / frequent absenteeism & medical certificates
- Managing probation
- Instituting the incapacity process: when to start and visualising the process
- Case studies

PRACTICAL ACTIVITIES

- Identify the requirements of substantive fairness
- Identify the requirements of procedural fairness
- The distinction between, incapacity and negligence: case studies
- The incapacity interview: role play
- Various steps in the incapacity process and supporting documentation: template letters

TARGET GROUP

Supervisors/team leaders/first line managers/middle management.

5. ADVANCED WORKSHOP: CROSS-EXAMINATION

DURATION: 1½ day

CONTENT

Principles of Evidence

- How does one weigh up evidence?
- What does “balance of probabilities” mean?
- Is there a higher standard where the charges are of a criminal nature?
- What is the “evidential burden”?
- What is “relevant” evidence?
- When is evidence not admissible?
- May one rely on illegally obtained evidence?
- Admissions
- Different forms of evidence: oral, real and documentary
- How does one deal with machine generated and similar evidence?
- When can the arbitrator take “judicial notice” of a fact?
- Presumptions of law

Witnesses

- When is a witness competent to testify?
- Can one compel someone to testify?
- Calling witnesses
- Refreshing the memory of witnesses
- Impeaching the credibility of witnesses

Cross-examination

- What does one want to achieve with cross-examination?
- Ethical considerations
- General principles relating to preparation of cross-examination
- How do I prepare for cross examination?
- Does it make a difference whether material is available or not?
- What are the risks and pitfalls of cross-examination?
- What do I do if the witness is honest?
- When and how should I use “expert” evidence?
- The importance of timing
- Restrictions on cross-examination
- The basic techniques in cross-examination
- Why should I always put our witness’s version to the witness?

TARGET GROUP

HR/IR managers, line managers appearing at the CCMA or bargaining councils and union representatives.

**6. ADVANCED WORKSHOP:
CCMA RULES**

DURATION: ½ day

CONTENT

Serving & filing documents

- What is meant by “filing” and “serving” of documents?
- How are time periods calculated?
- How does one apply for condonation for late filing?
- What is the employer to do if it receives an application for condonation?

Con-arb

- What is con-arb and when is it used?
- How does one object to con-arb?
- Should one object to it?
- The pitfalls and advantages of con-arb

Applications

- When is a formal application necessary?
- How does one bring or oppose an application?
- Who must make an affidavit in support of an application?
- What must an affidavit contain?
- When can one apply for variation or rescission of orders?

Pre-arbitration conferences

- Why have them?
- What should be contained in the minutes?

Arbitrations

- What should one disclose?
- How does one secure attendance of witnesses?
- How does one make objections and what can one object to?
- When must one file statements?
- Do's and don'ts at arbitration
- Postponements and no shows
- Points *in limine*
- Making a favourable impression

General

- Jurisdictional issues: when does the CCMA not have jurisdiction?
- How and when do I join parties in the dispute?
- When can I expect a cost award against me or in my favour?

TARGET GROUP

HR/IR managers, line managers appearing at the CCMA or bargaining councils and union representatives.

7. PREPARING FOR & PRESENTING A CASE AT CONCILIATION & ARBITRATION

DURATION: 2 days

PURPOSE / OUTCOME

To equip representatives at conciliation and arbitration proceedings with the knowledge and skills to effectively prepare for, strategise and present their cases

CONTENT

RIGHTS VERSUS INTEREST DISPUTES

- Structure of the LRA's dispute resolution processes
- Difference between disputes of right & disputes of interest

UNDERSTANDING THE CONCILIATION PROCESS

- What is conciliation?
- Powers of the commissioner at conciliation
- Preparing for the conciliation process
- To settle or not to settle?

PROBLEMS IN ARBITRATION

- Typical procedural problems arising prior to and during arbitration

DISMISSAL: SUBSTANTIVE ISSUES

- What constitutes a "dismissal"?
- Dismissal for misconduct: substantive law
- Dismissal for incapacity: substantive law

EVIDENCE

- Forms of evidence
- Admissibility & relevance
- Problems with evidence

PREPARATION FOR ARBITRATION

- Deciding which evidence to use
- Interviewing witnesses & taking statements
- Strategising your case

THE ARBITRATION HEARING

- Opening statements
- Narrowing the issues
- Examination-in-chief, cross-examination and re-examination

UNFAIR LABOUR PRACTICE ARBITRATIONS

CCMA RULES

PRIVATE & BARGAINING COUNCIL ARBITRATIONS

PRACTICAL ACTIVITIES

Employer & Employee representatives at arbitration

TARGET GROUP

Employer & employee representatives at arbitration

8. WORKPLACE HARASSMENT

DURATION: 1 day

PURPOSE / OUTCOME

To sensitise employees to the risks involved in workplace harassment (including bullying, racism and sexual harassment) and the rights and obligations of the employer and employees

CONTENT

Introduction

- Dipstick: testing the employer's workplace climate in terms of level of trust and application of rules
- Trust: the key elements (communication, credibility, competence, consistency, concern and respect)
- Conflict: understanding the sources and dynamics of conflict
- Constructive vs destructive conflict
- Approaches to conflict: five different styles
- What to do when conflict happens: choosing an appropriate approach
- Dealing with difficult conversations

Harassment: sexual, racial and other forms of harassment (discrimination) at work

- The legal framework and relevant case law
- What constitutes 'harassment'
- The employer's duties
- Consequences of harassment for the victim, the employer and the harasser
- The victim's options
- Dealing with complaints of harassment: formal and informal processes: how to respond to an incident or a complaint
- Harassment and culture
- Harassment and company values

Bullying

- What constitutes 'bullying'?
- The employer's duty to provide a safe working environment
- Using internal grievance mediation to resolve complaints
- When to institute disciplinary procedures

PRACTICAL ACTIVITIES

Learning takes place through extensive analysis of study material, and case studies and practical role plays.

TARGET GROUP

Managers, supervisors and all employees

9. EMPLOYMENT EQUITY: RIGHTS & OBLIGATIONS

DURATION: 1 day

PURPOSE / OUTCOME

To provide an understanding of the purpose of the EEA, the meaning of 'discrimination', 'affirmative action' and the rights and duties of all parties i.t.o the Act; and to equip EE committees with the knowledge and skills required to effectively fulfil their roles

CONTENT

THE EMPLOYMENT EQUITY ACT:

- What does the EEA really say about unfair discrimination?
- What does equal pay for work of equal value mean and require?
- Correcting some of the myths about EE and AA.
- What does the Act say about Affirmative Action?
- Who are 'designated' groups?
- Does the Act stipulate quotas?
- What should be in an EE Plan?
- How does the Act get enforced?
- The role of the EE Committee and the EE manager's responsibilities according to the Act
- When is consultation compliant?
- With whom do we need to consult?
- Overview of the EE Regulations

THE FOUR FOCUS AREAS OF EE:

- Removing unfair discrimination with focus on equal pay for work of equal value.
- Reasonable accommodation
- Affirmative action
- Recognising diversity

OVERVIEW OF THE ORGANISATION'S EE POLICY & BALANCING EE WITH THE ORGANISATION'S OPERATIONAL REQUIREMENTS

THE ROLE OF THE EE COMMITTEE

- The meaning of consultation
- Role of the Union/s

PRACTICAL ACTIVITIES

- Case studies
- Individual & group work

TARGET GROUP

All levels of management, including employee representatives and EE committees

10. NEGOTIATION SKILLS (LABOUR & COMMERCIAL)

DURATION: 2 days

PURPOSE / OUTCOME

To provide negotiators with a sound knowledge of the principles of negotiation and to skill them in the techniques and behaviours required to effectively negotiate sustainable agreements

CONTENT

- Influencing preferences: understanding your unique style and how this will influence your conflict handling and negotiation style
- Conflict: understanding conflict and the role of negotiation in resolving it
- Approaches to conflict: various systems and approaches
- Conflict management style and negotiation
- Identifying content, process and relationship issues
- Mutual gains approach
- Positional and interest-based bargaining
- Common errors made during negotiations
- Defining success in negotiations
- Preparation for negotiations: the seven elements of preparation
- Interacting with the other side: the five phases of negotiation
- Characteristics of a good negotiator
- Power in negotiation
- Obstacles and complicating factors
- Ethics
- Becoming a better negotiator
- Dealing with difficult people (understanding why you find it more challenging to deal with certain people)
- Assertiveness in communication – practical actions to take to improve communication skills & improve your ability to build strong working relationships
- Breaking deadlock

PRACTICAL ACTIVITIES

Learning takes place through extensive analysis of study material, case studies and practical role plays. Individual coaching sessions available post-training (profile discussions, practical development activities, etc)

TARGET GROUP

All employees involved in negotiation, e.g. managers, sales and marketing staff; those who need to influence and build relationships

11. CONFLICT PREVENTION, MANAGEMENT AND RESOLUTION – A LEADERSHIP APPROACH	
DURATION: 1 day	
PURPOSE / OUTCOME	
To equip participants with the skills required to resolve differences in the workplace in a collaborative, cost-effective and sustainable manner.	
CONTENT	
<ul style="list-style-type: none"> • Conflict: understanding the sources and dynamics of conflict • Self-assessment: preferred conflict style • Constructive v destructive conflict • Approaches to conflict: five different styles • Choosing an appropriate approach • DVD: What to do when conflict happens • Dealing with difficult conversations • Understanding CPR challenges (conflict, process and relationship) • Dealing with difficult people • Breaking deadlock 	
PRACTICAL ACTIVITIES	
<ul style="list-style-type: none"> • General guidelines on what and what not to do in conflict situations • Learning takes place through extensive analysis of study material, case studies and practical role plays 	
TARGET GROUP	
All levels of management and personnel managers, sales and marketing people – those who are managing people and people related issues	

12. MEDIATING WORKPLACE CONFLICT

DURATION: 3 days

PURPOSE / OUTCOME

To provide participants with an understanding of the mediation process and to equip them with the skills to both 'self-mediate' their own conflicts at work and mediate conflicts involving others

CONTENT

- The nature of conflict: the conflict cycle, the costs of conflict, different levels of conflict, becoming comfortable with conflict
- Why mediation works: the magic within the method
- What is 'managerial' or workplace mediation?
- When to use managerial mediation
- How to perform managerial mediation
- Preventive mediation - stopping conflict before it starts
- Your personal action plan
- Ensuring the result doesn't unravel

PRACTICAL ACTIVITIES

Learning takes place through extensive analysis of study material, case studies and practical role plays

TARGET GROUP

Line managers at all levels (public and private sector); directors of companies; business owners (including family businesses); HR managers.

13. EMOTIONAL INTELLIGENCE
DURATION: 1 day
PURPOSE / OUTCOME
To equip participants with the understanding and ability to integrate EQ in the workplace
CONTENT
<ul style="list-style-type: none"> • Self-assessment of EQi profile • Understand what emotional intelligence is – how emotion underpins performance • What is the relevance to the business environment – EQ of high performance leaders • Exploring the link to leadership • Theory based on 5 EQi traits (intrapersonal, interpersonal, stress management, adaptability, general mood using BarOn Model) • Working with self-awareness, self management, motivation and relationship building • Exploring some of own personal EQ challenges and strengths
PRACTICAL ACTIVITIES
<ul style="list-style-type: none"> • Complete self-reporting EQi questionnaire before workshop • Learning during workshop takes place through exploring various concepts of emotional intelligence, case studies and group work • Individual coaching sessions offered post training (developing further insight into own EQ strengths and challenges, developing techniques for managing disruptive emotions and choosing own behaviour, developing tactics for improving decision-making, communication and the quality of relationships)
TARGET GROUP
All levels of staff and management teams

**14. EMPLOYEE ENGAGEMENT:
CREATING THE IDEAL WORKPLACE**

DURATION: 2 days

PURPOSE / OUTCOME

To get employees to care about the future of your company and invest their efforts in order to realise that future

CONTENT

Session 1

- Understanding the power of networks
- Employing intrinsic motivation factors

Session 2

- Designing a high-involvement structure

Session 3

- Creating a powerful communications strategy

PRACTICAL ACTIVITIES

- Self-Assessments
- DVD's
- Group discussions and debate
- Case studies
- Application of frameworks

TARGET GROUP

CEOs/MDs, senior leaders, organisational development practitioners

15. TIME AND SELF- MANAGEMENT	
DURATION: 1 day	
PURPOSE / OUTCOME	
To equip participants with the ability to manage themselves and to excel in the tough world of work	
CONTENT	
<ul style="list-style-type: none"> • Definition of effective time management • Assessment of own ability to manage time/self • Identifying personal time wasters: <ul style="list-style-type: none"> ○ Absence of goal setting ○ Typical time wasters ○ Handling of paper work ○ Impact of procrastination ○ Inability to say NO! ○ Negative impact of colleagues ○ Disorganised life style • Patterns of time management <ul style="list-style-type: none"> Video: The Time Factor (40 minutes) • Action plans and remedial steps • Implementation and feedback 	
PRACTICAL ACTIVITIES	
<ul style="list-style-type: none"> • Self-assessment • Action plans • Group discussions and role plays • DVD demonstrations 	
TARGET GROUP	
<ul style="list-style-type: none"> • All management levels • Identified employees 	

16. EFFECTIVE DELEGATION	
DURATION: 1 day	
PURPOSE / OUTCOME	
To equip participants with the ability to understand the dynamics and process of effective delegation and the ability to apply this in the world of work	
CONTENT	
<ul style="list-style-type: none"> • Definition of delegation • Nature of delegation • Benefits of delegation • Reasons for not delegating • Principles of delegation • How to delegate • What not to delegate <ul style="list-style-type: none"> ○ Video: How to delegate (90 minutes) • Steps of effective delegation 	
PRACTICAL ACTIVITIES	
<ul style="list-style-type: none"> • Group discussions and role plays • DVD demonstration • Guidelines on what and how to delegate • Action plans and personal assessment 	
TARGET GROUP	
All management levels; identified employees	

17. MANAGING DIFFICULT CONVERSATIONS	
DURATION: 2 days	
PURPOSE / OUTCOME	
To equip participants with the skills needed to conduct 'difficult conversations' (e.g. performance discussions; grievances; interpersonal conflict) interpersonal conflict) in a productive way	
CONTENT	
<ul style="list-style-type: none"> • Understanding the Harvard Negotiation Model • Difficult conversations as part of performance appraisal <ul style="list-style-type: none"> ○ Contracting, setting objectives ○ Discussing high performance ○ Discussing non-performance ○ Discussing personal development ○ Discussing career and talent management • Difficult conversations: what and what not to do <ul style="list-style-type: none"> Videos: Positive feedback (40 minutes) Positive Discipline (40 minutes) Constructive criticism (40 minutes) • The value of difficult conversations • Personal assessment of own preferred communication style • Identifying personal development areas 	
PRACTICAL ACTIVITIES	
<ul style="list-style-type: none"> • Personal assessment of own preferred style • DVD demonstrations • Role plays • Group discussions and action plans 	
TARGET GROUP	
All management levels	

18. PERFORMANCE MANAGEMENT	
DURATION: 2 days	
PURPOSE / OUTCOME	
To equip participants with the ability to conduct performance discussions effectively in particular discussions with non-performing staff	
CONTENT	
<ul style="list-style-type: none"> • The importance of performance management • Creating a conducive feedback environment • Implementing the basic principles underpinning performance discussions <ul style="list-style-type: none"> • Performance discussions do not replace workplace communication • Performance discussions is an on-going process • It must happen in an atmosphere of trust • You need to be prepared • Exhibit positive behavior • No surprises!! • Balance between positive and negative feedback • Ask open questions • The five conversations in performance discussions <ul style="list-style-type: none"> • Contracting • Feedback: exceeding standards • Feedback: non-performing • Personal development • Career and talent management • Case studies, DVD demonstrations and role plays 	
PRACTICAL ACTIVITIES	
<ul style="list-style-type: none"> • Exercises to move from criticism to feedback • Role plays • Assessment of various case studies • Observations and group discussions • Sharing of own experience: positive and negative • Exhibiting the appropriate verbal/non-verbal behaviour 	
TARGET GROUP	
Supervisors/team leaders/first line managers, middle and senior management	

19. THE BUSINESS CASE FOR SUBSTANTIVE DIVERSITY

DURATION: 1 day

PURPOSE / OUTCOME

To equip participants with a foundational knowledge of what diversity is and how it applies in the context of employment equity in the workplace. To orientate participants with the business case for diversity, which incorporates elements of building trust and of employment equity, with a focus on enhancing diversity as an Affirmative Action measure. The necessity of facilitating active communication and dialogue between various stakeholders forms an important part of the content.

CONTENT

- Definition of “diversity”
- The need for substantive diversity – not just ticking boxes
- The importance of inclusivity in the workplace
- Barriers to diversity
- The benefits of diversity
- Consequences of not embracing diversity
- The business case for diversity
- Theme 1: Building trust
 - Purcell’s model of industrial relations patterns
 - The opportunity presented by increased trust in the workplace
 - The preconditions for being able to build trust
 - Understanding embracing diversity as a core element of trust in employment
- Theme 2: Diversity as an Affirmative Action measure
 - Barrier analysis (EEA)
- Diversity quotient (“DQ”): how to become diversity wise
- Unconscious bias – explanation, relevant types, impact and steps to combat
- Stereotyping – explanation and origins, harmful impact and effect on organisation’s DQ
- Discussion of contentious listed grounds in the EEA in the context of diversity orientation
 - Gender
 - Sex
 - Sexual orientation
 - Race
 - Culture
 - Disability

PRACTICAL ACTIVITIES

Active dialogue on challenging topics

TARGET GROUP

All levels of management, including employee representatives and EE committees

20. POPIA (PROTECTION OF PRIVATE INFORMATION ACT)

DURATION: 1 day

PURPOSE / OUTCOME

To provide participants with an understanding of the most important provisions of POPIA and related concepts, such as the balancing of the right to privacy and the right of access to information developing an understanding of the 8 conditions for the lawful processing of personal information and the changes they necessitate

CONTENT

Introduction to POPIA

- Background
- Definitions
- Key concepts and principles of privacy
- Timeline for implementation

Impact on:

- **Marketing & Communication**
 - The practical impact on how we communicate with and marketing to customer or prospects (direct marketing)
 - Marketing in accordance with the law
- **Human Resources**
 - Recruitment and Selection
 - Employee records
 - Monitoring and surveillance
 - Disclosure of employment
 - Contracts of employments
 - Policies and procedures
 - Payroll implications and discrimination
 - Handling religious and other beliefs of employees
 - Disclosing trade union membership and political affiliation
 - Employment Equity reporting
 - Overlap of POPIA and Labour law
 - Appointment of Information Officer
 - Conducting a due diligence
 - Actionable points
- **Internal audit**
 - How to audit and provide assurance with regards to privacy

PRACTICAL ACTIVITIES

Identify an internal company procedure and conduct a high level due diligence against back ground of POPIA.

TARGET GROUP

All levels of management and HR - who are required to process personal information on a regular basis