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Don Bosco Technical School: A Situational Survey and Strategic Analysis

A Capstone Project as partial fulfillment of the requirements for the
Master's Degree in Business Administration

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May, 2005
Phnom Penh, Cambodia

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Don Bosco Technical School: A Situational Survey and Strategic Analysis

1.0 Background and Introduction

1.1 An Introduction to the Don Bosco System of Education

Don Bosco ¹ is a Non-Profit and a Non Governmental Organization working throughout 135 countries in the world. Don Bosco has a different system and style of working in each of the various countries in which it is present. Each of these Don Bosco “Presences” has in some ways an autonomous execution of responsibilities from within the whole framework of the worldwide Don Bosco family. The Headquarters of Don Bosco is located in Italy. It is responsible for the coordination of the various works in the different countries that it is present.

The Don Bosco Foundation arrived in Cambodia in 1991 with a mission to assist orphans and poor youth. Don Bosco realized that technical education provides a practical answer. Since then, Don Bosco has established four Technical Vocation Schools, three in Phnom Penh and one in Sihanoukville. A new one in the border town of Poipet is being developed.

1.2 Current Situational Performance in Cambodia

The Don Bosco Foundation has a good track record in the eyes of funding agencies (USAID, DMOS-Comide, Belgian Government, German Government, Italian Religious Organizations). Having maximized the use of donor funds, Don Bosco schools have had uninterrupted service for vocational training in Cambodia since 1994. Furthermore it boasts of having the highest cumulative budget for education used by an NGO in Cambodia.²

1.3 Don Bosco Technical School Phnom Penh

The Don Bosco Technical School (DBTS) in Phnom Penh is currently training 450 students for free. It provides two-year training courses in:

- Machine Shop / Fabrication and Welding
- Automotive Technology
- Electrical Technology
- Basic Electronics & Computers
- Printing

Poor boys and girls who passed the 9th grade and could not afford a higher education are given skills training supplemented with personality and moral

formation. From 8AM up to 4PM, Mondays to Saturdays, the students undergo their respective intensive skills training in order to guarantee them a better future.

1.4 Project Objectives

For this project, we shall focus only on Don Bosco Technical School (DBTS) Phnom Penh. DBTS has been operating for around 10 years now. In 2002, it has drafted its Comprehensive Operations Manual and is at present being subjected to yearly revision. Previous to this time, policies have not been reviewed and revised for a long period nor was there any formal comprehensive evaluation done on its administrative performance. Thus the project paper would like to analyze and review its policies and to make suggestions towards its improvement in the light of the basic principles of Human Resources and Strategic Management culled from the literary survey.

1.5 Methodology

To achieve our project objective, thorough interviews were done and materials relevant to our project research were collated from the pertinent interviewees. The key persons interviewed were the following:

- School Director
- School Economist/Administrator
- Staff Representatives
 - Department Head – Welding (Male)
 - Department Instructor – Printing (Female)
 - Department Instructor – Electronics (Male)
 - Translator – (Male)
 - Social worker -Children Fund department Staff (Female)

The School Director and School Administrator were interviewed as regards to the School's Logical Framework (mission, vision, etc.), its management, its personnel administration and its future projections. However, the staff representatives were interviewed more on job satisfaction, job retention, and other work-related issues. A graphical result of the staff interview could be found in Appendix A: Interview results. Idea inputs and issue discussions on policies gained from the interviews are incorporated into the project paper.

PART I – The DBTS Work Environment

2.0 Logframe

2.1 Strategic Posture

2.1.1 Don Bosco Technical School's VISION-MISSION Statement:

"Don Bosco is a home, a school, a wat and a playground where the SDB's and all the Project-Partners (Salesian Family, Lay Collaborators, Youth, Children) experience a caring and loving community. Here Don Bosco provides efficient quality formation so that they may learn various skills in Interpersonal Relationships and Leadership By Example. The training focuses on the development of the whole person with new knowledge and skills, proper values and attitudes suitable for the dynamic and changing society that guarantees the improvement of their personality. The whole learning process will enable them to become productive and honest citizens of the community, country and the Kingdom." ³

This was later updated and "owned" by the school administration and staff through capacity building meetings in 2004. Below is now the fully worded Vision Mission statement of DBTS:

"We envision young people who are freed from social, political, economic and cultural oppression to become totally integrated persons; we envision Cambodian youth who are dynamic participants in the life of their country; we envision communities of committed youth and educators to become catalysts of change contributing to the building up of a more just society.

Therefore we, educators and technical skills trainers, commit ourselves to focus on efficient quality education and technical skills training on the integral development of the person. We, educators and youth together, commit ourselves to create a healthy atmosphere that guarantees the improvement of our person and to instill in us a strong sense of human and moral values."⁴

2.1.2 Objectives

DBTS's Objectives could be fitted into three areas:

- **Information**

To acquire the necessary occupational and employable skills and knowledge through technical training, curriculum and learning methods.

- **Formation**

To develop and improve human resources through guided and structured learning activities, practical skills and work attitudes through a developed training plan and curriculum.

To strive to find employment jobs and facilitate job entrance through a placement office.

- **Transformation**

To work towards the standardization of vocational qualification for the national workforce.

To contribute to the economic development of the society and country.

2.1.3 Strategies

DBTS's strategies focus on:

- Standardizing the technical curriculum patterned after the country's national vocational goals as enumerated by TVET (Government's technical testing body).
- Assuring the quality of graduates through stringent testing that comply with the standards of TVET.
- Applying St. John Bosco's Preventive System in the pursuit of technical and educational objectives.
- Ensuring a competent local staff through strong capacity building, personality growth, and ethical-moral formation programs.

2.1.4 Policies

DBTS's major school policies include:

- Selection priority is given to poor and abandoned out of school youth.
- More stress is given to student's skills practice rather than theory, industriousness rather than plain knowledge acquisition.
- Emphasis is given to the moral integrity of teachers and students.
- Active participation in school programs both formal and extra-curricular is encouraged.

2.2 Corporate/Organizational Structure

2.2.1 Strategic Managers

2.2.1.1 Board of Directors

Don Bosco Technical School is one of the many schools under the umbrella of Don Bosco Foundation Cambodia. DBFC has around 10 duly elected members.

However, there is a moratorium at the moment because there is an ongoing process to convert it into a local NGO which will consequently change its rules and composition (quite confidential at the moment).

2.2.1.2 Top management

In Don Bosco Technical School, the Top Administrative Management positions of the Director (CEO), Administrator/Economer (CFO), and School Principal for Discipline are always reserved for the members of the Salesians of Don Bosco (priests or brothers of a Catholic Religious Congregation/Order). This Administrative Council is referred to in their system as “The House Council.”

The other management posts such as School Headmaster and Department Heads/Managers are given to the “externals.”

- The SDB’s are competent and more qualified in Educational Administration.
- The local administrative staff have been qualified at their level. During last three years, they were given scholarships to attain the desired educational level.

2.2.2 Work Organization (Flow Chart of Authority)

DBTS makes use of the Mixed Functional-Divisional Corporate structure or otherwise termed as Departmentalized structure or Horizontal Organizational structure.⁵ Each employee belongs to a department which is headed by a Department Head/Manager. There the employee has his role and job description within the department. (See Appendix B: Organizational Flowchart)

Centralized major decisions, de-centralized operational decisions: Important administrative decisions and policies are handed out by the Top Management (SDB council). Operational decisions along the policies are carried out by each department under the supervision of the Department Manager.

2.2.3 HRM Functions

The Human Resources Department is at present taken up by the Administrative Council or the Salesian Community’s “House Council”. This is due to constraints in human resources available as well as their competencies. This however should only be temporary solution until a proper Human Resources Department is put in place.

3.0 Staffing

3.1 Job Analysis

The procedure for determining the duties and skill requirements of a job and the kind of person who should be hired for it. (see figure 3-2)

Normally job analysis makes use of various tools for collecting its information:⁶

- The Interview
- Questionnaire
- Observation
- Participant Diary/Logs
- Civil Service Procedure
- Quantitative Job Analysis Techniques
- Using Multiple Sources of Information

The Job Analysis information obtained then is channeled to the making of Job Descriptions which in turn influences various operations which we shall discuss in the next section.

Figure 3-1 ⁷

Uses of Job Analysis Information

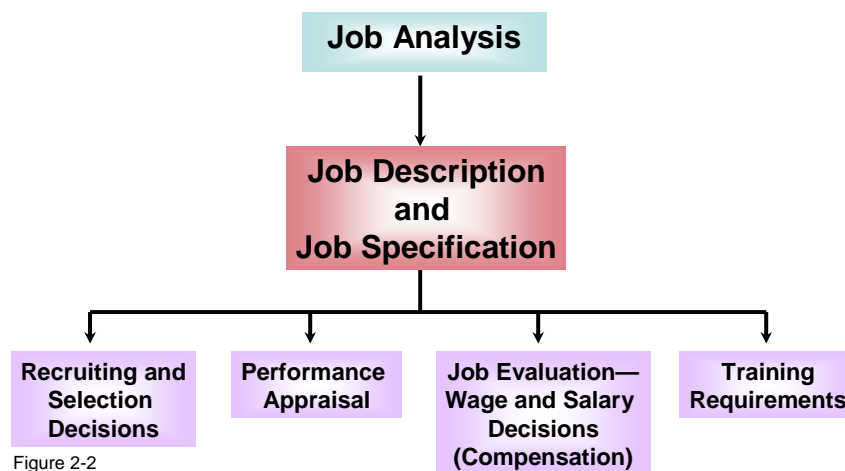


Figure 2-2

However, in Don Bosco the Job Analysis in the formal/structural sense is not yet being done. Job analysis in the school is dependent on a "job that comes up". Being dependent on outside funding, positions/jobs could not be created at the

"convenience" level but only at the "immediate needs" level. For example, our printing department head prefers to do deliveries to get in touch with his customers and the printing workload volume is less. After some time, there might be more work volume might come in that he won't have the time to do this. Thus we will need a driver because there is a need for the printing department for a full-time delivery man, then the position is created.

3.2 Job Descriptions

A good Job description more or less has the following elements:⁸

1. Job Identification
2. Job Summary
3. Relationships
4. Responsibilities and Duties
5. Standards of Performance
6. Working Conditions and Physical Environment

A sample of a detailed Job Description in Don Bosco is shown in Appendix C: Job Description

3.3 Mode of Staffing

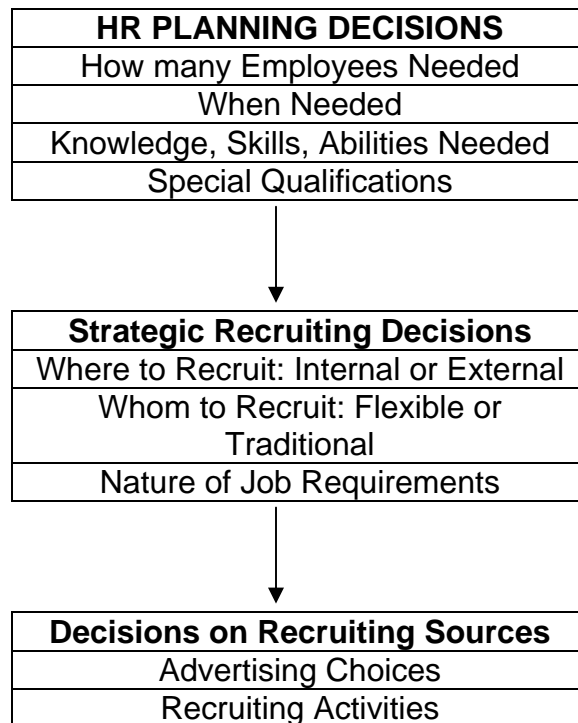
Staffing is based on the work organization of the firm or NGO. In Don Bosco Staffing is more "economy conscious" because it has to keep an eye on its bottom line. Since the students are actually with free tuition, wages are kept low as will be seen in the next section. This makes a very lean managerial staff with a good number of teachers/ instructors and assistant instructors (line staff) under them. The ratio is 1:15 (one manager for 15 line staff).

Another factor which explains this staffing is on the level of technical competence and qualifications. This too shall be seen in the incoming section. Technically, 90 percent of the staff in Don Bosco would not qualify in a standard Formal Education System where one offers associate diplomas and degrees. But since Don Bosco's technical and vocational courses are certificate courses, then it looks more for their technical competencies without a need for considering qualifications. This is an ad hoc situation since the country has not yet standardized its technical vocational curriculum.

4.0 Personnel Recruitment, Selection and Orientation

4.1 Recruitment Decision-Making

Recruiting involves identifying where to recruit, whom to recruit, and what the job requirements will be. For a detailed plan, see the table below:⁹



As for Don Bosco PNH, there is no HRM Planning Staff but there is an Administrative Council to do the Recruitment Decision-making. As regards the Recruiting Strategy, **Internal Recruiting** is generally done rather than external. Even in other Don Bosco Technical Training Schools around the world, it has been seen DB Technical Skills courses can be more efficient if instructors are recruited from past pupils. **External** recruitment is done for non-technical subjects or other non-technical course related work, like administration or support staff services. The mode of recruitment is often times for traditional work and not for flexible time. Very seldom does the school do Advertising and Recruiting activities because of lack of resources and also because of a good supply of candidates waiting on the sidelines for employment.

4.2 Selection Process

Selection is the process of choosing qualified individuals who have relevant qualifications to fill jobs in an organization. Without qualified employees, an

organization is in a poorer position to succeed. Selecting the appropriate set of KSA's (knowledge, skills, abilities), which come packaged in the person, is an attempt to get a "fit" between what the applicant can do and wants to do, and what the organization needs. To optimize this, there are suggested steps that one could follow called the **Selection Process**:¹⁰

- 1. Reception and Job Preview** - this is done through the presentation of Application Forms, Resumes, and Candidate verification (depending on Organizational requirements)
- 2. Selection Testing** - the candidate is subjected to Ability & Aptitude tests, Assessment Centers (series of evaluative exercises), Personality Tests or Honesty (polygraph) testing.
- 3. Selection Interviewing** - the employer could use a Structured Interview (standard questions), a Behavioral Description Interview (applicant describes how he handles a problem) or even maybe a Panel Interview (several interviewers for a candidate).
- 4. Background Investigation** (to verify whether applicants misrepresent their qualifications and backgrounds) - some use Legal Constraints, Medical Examinations, or Drug Tests.

In Don Bosco PNH, candidates undergo only steps 1 and 3. The candidates submit their applications and later are interviewed via a structured one. Step 2 and Step 4 are skipped because almost all applicants are internally recruited which means administration has known them for at least two years before they apply.

4.3 Orientation Programs

Since generally recruits are internal or coming from the students themselves, Don Bosco's Annual Orientation Program (around a week) aims at orienting the new students rather than the new teachers. However in this program, old and new teachers and old and new students are present and take part. This program is culminated by the Official School Opening with the introduction of the Administrative staff, the teachers, and other school personnel to the students.

Informally, the new teachers/instructors are oriented in turn by their respective Managers or Department Heads to their respective Departments.

5.0 Remuneration principles and Pay Scales

Compensation systems in organizations must be linked to organizational objectives and strategies. But compensation also requires balancing the interests and costs of the employer with the expectations of employees. A compensation program in an organization has four objectives: ¹¹

1. Legal compliance with appropriate laws and regulations
2. Cost effectiveness for the organization
3. Internal (fairness), external (competitiveness), and individual equity for employees
4. Performance enhancement for the organization

The above objectives give us a look into a compensation package without constraints. However, at Don Bosco the day-to-day and year-to-year operations are donations dependent. Thus DBTS has financial constraints. If the funds from abroad dry up pre-maturely, and if the school has not been able to push through with their self-sustainability plans, then the work folds up and everyone gets unemployed.

Analyzing with the above objectives, how has Don Bosco coped with these?

As regards to legal compliance, the minimum wage is set at around \$40 per month; lowest starting salary at Don Bosco is pegged at \$50 per month. (See Appendix D: Initial Salary for Don Bosco Technical School Personnel)

As regards to Cost effectiveness for the organization, as mentioned this salary scale as found on Appendix D provides the optimal combination for continuing the work.

As regards Equity for the employees, for those who worked for a few years, one could see Internal, external and individual equity. Salaries however are not competitive in the long run. Thus one could expect a high rate of turn over.

As regards Performance Enhancement, those who are more qualified go to a higher level at the salary scale. However, as one gets more qualified and more experienced, tendencies are industry can offer him a better opportunity and higher salary which Don Bosco could not offer because of its financial constraint. Thus the compensation package will not be necessarily related to performance enhancement of the organization. The organization will continue hiring competent technical instructors yet without higher qualifications because it cannot afford their asking price. Besides, the pay for one very qualified personnel could pay for around 5 starting instructors.

6.0 Retention Principles: Job Contracts, Disciplinary procedures, Motivation, Incentive, Health & Wellness, Employer-Employee programs

6.1 Job Contracts

An employee's contractual rights are based on a specific contractual agreement with an employer. Details of an employment agreement are often spelled out in a formal employment contract. These contracts are written and often very detailed.¹² Traditionally, employment contracts have been used mostly for executives and senior managers. However, the use of employment contracts is filtering down the organization to include scarce-skilled, highly specialized professionals and technical employees.

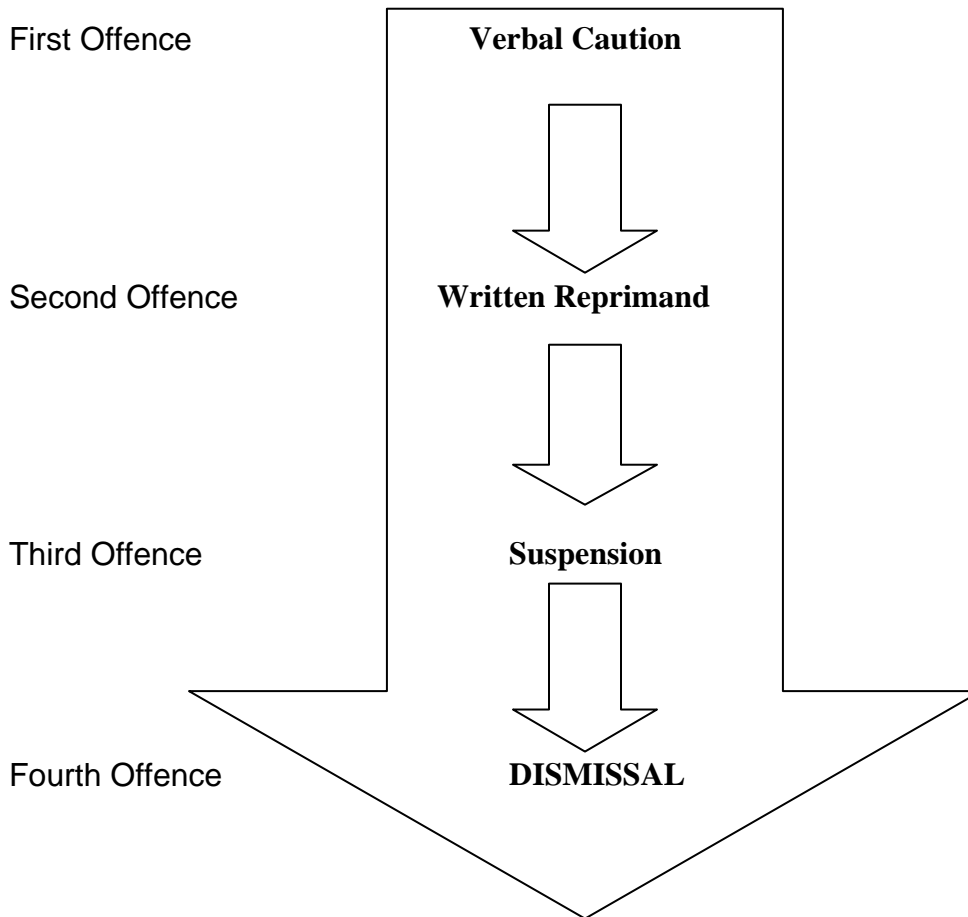
This is true with Don Bosco Technical School PNH. The job contract is explained to each employee before he signs the agreement. At Don Bosco all contracts are for one year with an automatic renewal at the beginning of the school year unless one of the parties asks for a termination. It includes the following elements:

- 1) Contract Period
- 2) Job Description
- 3) Working days/hours
- 4) Overtime Jobs
- 5) Salary
- 6) Holidays
- 7) Leave
- 8) Sick Leave
- 9) Accidents
- 10) Termination of Contract
- 11) Agreement (acknowledgement)

See Appendix E: Work Contract of Don Bosco Technical School, Phnom Penh.

6.2 Disciplinary Procedures

The disciplinary system can be viewed as an application of behavior modification for problem or unproductive employees. The best discipline is clearly self-discipline; when most people understand what is required at work, they can usually be counted on to do their jobs effectively. Yet some find the prospect of external discipline helps their self-discipline. Thus there is a need for a Discipline Procedure. Here we present the more commonly used "Progressive Discipline Procedure."¹³



Progressive Discipline suggests that actions to modify behavior become progressively more severe as the employee continues to show improper behavior.

This is the discipline procedure being used at Don Bosco Technical School. However for certain grave cases, the process goes immediately to written reprimand and the next offence will immediately merit dismissal. Usually these cases are indicated in the employee's manual.

See Appendix F for copies of Warning and Termination Forms.

6.3 Motivation and Incentive Programs

6.3.1 Motivation

Some motivational strategies implemented in Don Bosco Technical School to boost the morale of its employees are:

- Attempts towards Participatory School Year Planning and Vision-Mission Owing (this is done through seminars/conferences)
- Certificate of Recognition after 5/10/15/20 years of service (usually awarded annually during Gratitude Day)
- Daily Pep Talks given to teachers and students at the morning assembly
- Festivities and Gatherings (calendared occasions) that promote Family Spirit among all sectors

6.3.2 Incentive Programs ¹⁴

6.3.2.1 Variable Pay

Variable pay is compensation linked to individual, team, and/or organization performance. Variable pay plans are attempts to tie tangible rewards to performance beyond normal expectations.

At present, Don Bosco Tech School does not support any variable pay plan yet because the production works are too minimal and much of technical work is on the level of education. However it would be good to think about an organizational incentive like profit sharing in the future when the different shops could produce and have more paying customers.

6.3.2.2 Benefits

Employee benefits are available in a smorgasbord of indirect compensation, such as pensions, health insurance, time off with pay and other forms. Benefits generally are not taxed as income to employees.

Among Don Bosco's Benefits are: family allowance for food/schooling for children, Reimbursement for some medical expenses, paid holidays, and other miscellaneous allowances (marriage, new-born child, housing credit). Don Bosco has no pension or retirement plan at the moment.

See Appendix G for a more complete list of Special Allowances.

6.3.3 Health and Wellness Programs

In terms of Health Insurance Programs which are quite basic and easily available in many countries, Cambodia does not offer yet an inexpensive health insurance program nor does it have many good health care facilities.

In Don Bosco, the only health insurance the employees have is a reimbursement of their medical expenses up to \$200 annually, and up to \$50 annually for wife/husband. In case of employee accident within the School Compound, Don Bosco assists its employees in actual expenses up to a ceiling of \$2000. (See Appendix G)

Wellness programs¹⁵ are designed to maintain or improve employee health before problems arise. Wellness programs encourage self-directed lifestyle changes. Typical programs may include:

- Screenings for risk factors (blood pressures, cardiovascular disease, etc.)
- Exercise programs (endurance, aerobics, strength, etc.)
- Education and awareness programs (stress reduction, weight control, etc.)
- Skills programs (CPR, first aid, etc.)

Of these, Don Bosco has an optional Sports program for the employees. Balls and playing courts are provided during their free time. On special occasions all employees participate in various sports activities.

6.3.4 Labor Unions or Employer-Employee Programs

A Labor Unions is a formal association or group of workers in a single firm, industry or occupation, recognized by law, who band together to improve their remuneration and welfare.¹⁶

Labor Unions have never successfully thrived in any Don Bosco environment be it here or abroad. The secret lies in the Vision-Mission. Don Bosco tries to create a family spirit among its components: Administrators, Employees, and students. The Labor Union does not fit in the concept. Individual bargaining is still the existing principle in employer-employee relations.

Furthermore, Don Bosco Institutions have always very little profit and whatever profit it produces is rolled back to operations (salaries and maintenance).

7.0 Employee Evaluation

7.1 The Performance Appraisal

The Performance Appraisal is the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to those employees. It could be used for **Administrative** uses like compensation, promotion, dismissal, downsizing or lay-offs. However many now find it has a lot of **Development** uses like identifying strengths, identifying areas for growth, development planning, coaching and career planning.

Performance Appraisal can occur in two ways: **informally**, which can be conducted whenever the supervisor feels it necessary, or **systematically**, when the contact between manager and employee is formal, and a system is in place to report managerial impressions and observation on employee performance.

The performance appraisal can be conducted by:¹⁷

- Supervisors who rate their subordinates
- Employees who rate their superiors
- Team members who rate each other
- Employee self-appraisal
- Outside sources
- Multisource (360 degree) appraisal

7.2 Performance Appraisal Methods

Some Methods that could be used for Appraising Performance are:¹⁸

- **Category Rating methods**, which require a manager to mark an employee's level of performance on a specific form divided into categories of performance.
- **Comparative methods**, which require that managers directly compare the performance of their employees against one another.
- **Narrative methods**, which describes and employees actions rather than indicating an actual rating.
- **Behavioral/Objectives methods**, which describe examples of employee job behaviors which in turn are "anchored" or measured, against a scale of performance levels.

7.3 DBTS's Performance Appraisal Limitations

In Don Bosco Technical School, Performance Appraisal is very limited and needs an overhaul for these reasons:

- The Performance Appraisal is really not given much importance. It is present and is being done but the results are not used for development purposes or even for Administrative purposes; for example - there is no financial benefit attached to getting a superior evaluation nor can you get fired with a low evaluation (actually in theory you could get sacked, but the supervisors give high marks always).
- Performance Appraisal occurs only in the systematic form. Supervisors never conduct an informal performance appraisal.
- The Evaluation is done by the immediate supervisor only. Furthermore, there is no opportunity for feedback on the part of the one evaluated.
- The evaluation tool makes use of the category rating method. However it is worded too generically and does not really measure.

See Appendix H: Teacher's Evaluation Form on the next page for verification of the above information

8.0 Staff Training

8.1 Training Needs Assessment

Training is designed to help the organization accomplish its objectives. Determining organizational training needs is the diagnostic phase of setting training objectives. HRD Planners could use any of the three ways:¹⁹

- ⇒ Diagnose training needs through organizational analysis. Here HR Planning needs to identify the KSA's that employers will need in the future as both jobs and organizations change.
- ⇒ Diagnose training needs through the analysis of the tasks performed in the organization. HR Planning needs to know the job requirements of the organization using job descriptions and job specifications that provide information on the required work.
- ⇒ Diagnose training needs through focusing on individuals and how they perform their jobs. The use of the performance appraisal data in making these individual analyses is the most common approach. In some

instances, a good HR information system can be used to help identify individuals who require training in specific areas.

At Don Bosco Tech School, the task analysis diagnostic (2nd) and the individual performance diagnostic (3rd) are often used for determining training assessment needs.

8.2 Training Implementation

Once training assessment has been done, the actual training can begin. Regardless of whether the training is job-specific or broader in nature, the appropriate training approach must be chosen. The following overview of common approaches and techniques classify them into several major groups.²⁰

- ❖ **On-the-job Training (OJT)** - when the manager, other employees, or both trains the employee by showing him what to do.
- ❖ **Simulation** - uses a training site set up to be identical to the work site.
- ❖ **Behaviorally Experienced Training** - focuses less on physical skills than on attitudes, perceptions and interpersonal issues.
- ❖ **Classroom and conference Training** - can be used for skills related and developmental training. Lectures and discussions are major parts of this training.
- ❖ **Computer-assisted Instruction** - learning is through interaction with the computer.

At Don Bosco, all these approaches have been used one time or another. OJT's are used extensively for skills training. Simulations too are being used; the different shops provide training modules to simulate real world conditions of the technical environment they will work in. Behaviorally Experienced Training are given annually either in a retreat form or self-development seminars. Computer-assisted instruction has been experimentally started for a group of Electronics teachers working with Computer networks; their lessons are from the computer software.

8.3 Training Evaluation

Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. Because training is both time-consuming and costly, evaluation should be done. Organizations can do this in

two ways, **internal** or **external**, where they use benchmark measures of training that are compared from one organization to others.

Don Bosco Tech School makes use of **internal** evaluation. Administrators and the different supervisors/department heads along with the recipient of the training evaluate the module done.

9.0 HRMIS - Human Resources Management Information System

The HRMIS ²¹ is an integrated system designed to provide information used in HR decision making. The most basic use in an organization is the automation of payroll and benefit activities. With an HRMIS, employee's time records are entered into the system, and the appropriate deductions and other individual adjustments are reflected in the final paychecks. This presupposes an integration of employee time records, updated personnel information and salary scale records.

As regards to Don Bosco there is still a lack of integration to the formation of an effective HRMIS. The **BUILDING BLOCKS** present in the school that could later be used to integrate into greater effectivity in forming an HRMIS are:

- an analog Bundy clock type system for IN/OUT of employees
- an existing computer network connection (inside only)
- the use of computer software for accounting
- employee data on Excel format

A future solution could be:

- the digitalization of the Bundy clock to integrate it to the computer network
- the upgrading of the computer network and training people on its use
- the migration of software; At present Quicken is used but Quicken lacks inventory and payroll functions; Peachtree or Quickbooks could be substituted in the future for scalability
- the employee data (in Excel format) could later be imported into a database file. See Appendix I: Personnel Records

PARTII - Evaluation and Analysis of DBTS

10.0 Environmental Scanning²²

10.1 External Environment

10.1.1 Societal Environment

10.1.1.1 Economic

- The Economy of Cambodia is still unstable yet cumulatively growing towards semi-industrialization.
- Coming from a communist type framework of economics, it has now fully adapted to a free market framework. Because of this, many start-ups, small businesses and entrepreneurships have developed.
- Shift from purely agricultural economy to other economic sources – low industrial, commercial, use of cheap labor.

10.1.1.2 Technological

- Transportation and Communication Infrastructures are now continuously being installed and upgraded. But the ones who benefit from these infrastructures seem to be the richer ones.
- Roads and basic and cheap infrastructures, like telephone lines, farm-to-market roads, mass transportation –help the poor through their low cost, have been skipped.
- Advent of technology growth faster than local human resources capable of handling them.

10.1.1.3 Political

- The political situation of the country is still unstable. The democratic process has not yet been fully realized because there has not yet been any change in leadership or change in the ruling political party for the past 20 years.
- The country has been accepted in the region through their membership in the ASEAN and through WTO application approval.
- Compared to a decade before, there is more exchange of labor; Cambodians going to work abroad, expats coming in because of multilateral and bi-lateral agreements facilitated by the government.

10.1.1.4 Socio-Cultural

- Rise of urban migration which brings a consequence of rise in poverty (those in the provinces sell their land or possessions in the hope of getting a better life in the city, where the price of living necessities are more exorbitant).
- More Cambodians see the importance of studying. Thus we see a rise in enrolment and the growth of the private tertiary education sector.

10.1.2 Task Environment²³

- **Cambodian Market:** Many families have now put education in their budget. There seems to be a very big market now for after-Secondary School Education (since Primary and Secondary are technically free) both in University as well as Vocational studies.
- **Enrolment (Client's power – low):** DBTS will always have full enrolment because it offers sponsored (free) tuition. From over a thousand applicants per year, only 200 are chosen to fill the slots. Selections are made not on how much one can pay but ironically on how much needy one is.
- **Rivalry- High:** Whereas in the past, both the poor and the middle class would come to DBTS, we now see more of the poor and orphaned as clients because of the advent of private universities which could cater to those who could afford. This means also that compared to a few years back, there are more substitutes for this type of education (Substitutes – High).
- **Entry Barriers - High:** There are a few vocational schools that have started and a few that are starting. However new entrants fail after a few years especially if they entrust their program or are in partnership with the government.

10.2 Internal Environment

10.2.1 Corporate Culture

The main core of the DBTS corporate culture is based on the charism of the founder – St. John Bosco. His educational system is based on what is termed as “*The Preventive System*” which utilizes three pillars of education – Reason, Religion (whatever yours may be), and Kindness.

Thus we find in the school calendar many extra-curricular activities where teachers and students could interact with each other outside the formal classroom structure. Some examples are: Christmas Day Fair, Sports Festival (with both teachers and students divided into four color groups), World Aids Day Awareness.

Stress is given on Moral Uprightness and Integrity of teachers and students. A proverb of Don Bosco illustrates this: *“Run, jump, shout, have fun, but do not sin.”*

The quality of work is not based on special results but on the perseverance and patience with which it is done daily. *“Do your daily duties extraordinarily well.”*

10.2.2 Corporate Resources

Marketing: DBTS uses only the print media to hand out brochures for information dissemination of its programs to donors and other NGO's. The DB Philosophy of education markets itself since it provides for the education of the young especially the most vulnerable at no big cost for the learner.

Finance: Funding is generally through foreign aid. Resources are just enough to run operations from a year to year basis. There is uncertainty of funding for the future. Thus some self-sustainability programs at all departments have been started in order to help defray expenses for operation. Each shop/department tries to find customers for jobs as well as to give students opportunities for skills practice.

Operations: DBTS equipment is avant-garde. Many of vocational schools place more time for theory rather than practice because of their lack of equipment. This does not happen in DBTS. Equipments and machines found in the different departments are functional both for education, training as well as for production.

Human Resources: Since the salary at DBTS is non-competitive, there is the reality of a high turn-over of teachers. Most of the teachers stay because of the cause: that they are helping to prepare poor Cambodian youth into their entry to the workforce. However since 95% of DBTS employees are internally recruited, places are filled in as soon as they are vacated.

Information Systems: DBTS has a network` run and maintained by the Electronics Department. Although the infrastructure is there, it has not been utilized to its full potential. Computers still run as standalones. The network could be a great source of educational upgrade if it could develop its intranet and connect it to its existing internet in the near future.

11.0 Analysis of Strategic Factors (Situational Analysis)

11.1 Strengths

- The high quality of corporate culture termed by St. John Bosco as “The Family Spirit” keeps most employees committed to their jobs in spite of non-competitive wages.
- The educational ambience, characterized by clean and lush surroundings, basic conveniences, and recreational opportunities, is very conducive to learning.
- The teachers, shop instructors are competent to their level.
- The competent centralized administrative structure ensures continued performance for many years until “new blood” could take their place.

11.2 Weaknesses

- Uncertainty of financial resources. The plans for sustainability are of the hit and miss type.
- The school offers only certificate level vocational training which could affect nowadays the marketability of their graduates.
- The teachers and instructors find it hard see industrial and educational concepts in a bigger picture beyond their level of competency (low analytical level brought about by lack of opportunities in their basic education).
- Antiquated Performance Appraisal System

11.3 Opportunities

- Although many were orphaned during the Pol Pot time, this time many more are being orphaned due to AIDS. These orphans are DBTS primary group target.
- There is a great opportunity for other forms of vocational training in other parts of the country especially the rural areas. Don Bosco has expanded to Sihanoukville and Poipet recently, to avoid the rapid urbanization which leads to poverty caused by rural migration to the cities.
- The market for professionally done repair jobs in the technical field are increasing with more overseas investors arriving. This is a good opportunity for DBTS to contract jobs for sustainability.

11.4 Threats

- There are new entrants now to Vocational Education sponsored by the government in partnership with other countries. Many of DBTS instructors will find greener pastures there because of the higher salary.

- Industry has developed very slowly in Cambodia in contrast to Tourism and Business entrepreneurships. Thus the demand of education lies more in these latter areas rather than in the blue collar jobs.

12.0 Strategic Alternatives and Recommended Strategy

12.1 On the School Administration:

- **A** more Efficient Performance Appraisal System. This would involve both a scrutiny on the Performance Evaluation Tool used as well as the process of how it is used.
- **B**etter Information Dissemination on a professional level of the Administrative/ Supervisory Expectations for a teacher or employee. This would entail written down and verbally agreed tasks and assignments making up the job description of an individual at the start of the school year.
- **C**hannels of Communication that could explore more the Coordination elements rather than just getting Cooperation of the individual employee.

12.2 On the School MIS:

- The School could use its existing network infrastructure and use it for inventory analysis for the different department's equipment and materials management.
- This same existing network infrastructure can be maximized for educational upgrading of its teachers if it can disseminate information either via Internet or Intranet.

12.3 On Financial Stability and Profitability:

- One way of ensuring financial stability for the school is to capitalize on its resources. This could only be done through a well-thought out Comprehensive Sustainability Plan.
- Another way of providing stability to its finance is through industry link-ups and sponsorships which they could further explore at present and in the future.

12.4 On HRM functions

On the table below are the different Human Resources Functions:²⁴

HUMAN RESOURCES MANAGEMENT		
HR ADMINISTRATION (Administrative Functions)	HR DEVELOPMENT (Operational Functions)	HR STRATEGY MANAGEMENT (Strategic Functions)
Recruitment Selection and Orientation Salary & Benefits Performance Review & Evaluation Leave Discipline Grievance Negotiations and CBA	Organizational Analysis Job Description Skills Requirements Training Needs Assessment Performance Mgmt Training Planning & Mngt Staff Career Planning Staff Motivation	Manpower Planning Forecasting and Budgeting Human Resources Management Information System (HRMIS)

As we have previously noted, the lack of a Human Resources Department at Don Bosco dumps all these HRM load to the Administrative Council. These roles and functions are executed by them in constant consultation with the various department heads and sometimes directly with the employee.

At the start the School was small and it would not have been very cost-efficient to have a Human Resources Department. At this point in time as the school grows, it would still be cost-redundant to have a department as such. However, a good strategic alternative could be to form a Human Resources Committee or a Task Force made up of an HRM expert with representatives from the various sectors. This means that only one (1) full-time qualified personnel in Human Resources Management would be needed. This person then can coordinate with the different sectors and departments for each individual needs and feedback. Then he could present his researches, findings, and suggestions for approval to the Administrative Council.

End notes:

- ¹ Official International Website: <http://www.sdb.org>
- ² Education in Cambodia, CD-ROM
- ³ The fundamental principle of Don Bosco Technical School addresses the formation needed and adhered to in order to meet the needs of the people. It is, therefore, person-centered. (As found in: Don Bosco Technical School Operations Manual: A First Draft, (2001). Phnom Penh, handouts.)
- ⁴ Don Bosco Technical School Operations Manual. (2003) Phnom Penh, p. 2.
- ⁵ Robbins, Stephen. (2001). *Organizational Behavior*, 9th ed. New Jersey: Prentice-Hall, p. 422; De Tagle, Oscar Perez. (2003). *Human Resource Management*. Phnom Penh: SITC. Handouts, p.40; Wheelen, Thomas and Hunger, David. (2002). *Strategic Management and Business Policy*. New Jersey: Pearson Education., p.87.
- ⁶ Dessler, Gary. (2003). *Human Resource Management*, 9th ed., New Jersey: Pearson Education, p. 63-71.
- ⁷ Dessler, p. 61.
- ⁸ Ibidem, p. 71
- ⁹ Mathis, Robert and Jackson, John. (2002). *Human Resources Management: Essential Perspectives*, 2nd ed. Canada: Thomas Learning, p. 63.
- ¹⁰ Mathis, pp.69-73.
- ¹¹ Mathis & Jacson, p. 103; Dessler, pp. 307-317 (“Establishing Pay Rates”)
- ¹² Dessler, p. 417.
- ¹³ Mathis & Jackson, pp. 150-151.
- ¹⁴ Robbins, pp. 198-201 ; Mathis & Jackson, p. 104; Dessler, Chapter 13, pp. 363 ff.
- ¹⁵ Mathis & Jackson, p. 142.
- ¹⁶ Dessler, Chapter 14, pp.396 ff.
- ¹⁷ Ibid., pp. 258-260.

¹⁸ Mathis & Jackson, pp. 96-99.

¹⁹ Ibid., pp. 78-80.

²⁰ Mathis & Jackson, p. 81.

²¹ Laudon, Kenneth and Laudon, Jane. (2005). *Essentials of Management Information Systems: Managing the Digital Firm*. New Jersey: Pearson Education, Inc., pp. 8-17; 46 ff. Also: Mathis & Jackson, pp. 11-12.

²² Wheelen, Thomas and Hunger, David. (2002). *Strategic Management and Business Policy*. New Jersey: Pearson Education., pp. 256-272.

²³ Laudon & Laudon, pp. 103-104. The analysis is based on Porter's Competitive Forces Model.

²⁴ De Tagle, Oscar Perez. (2003). *Human Resource Management*. Phnom Penh: SITC. Handouts, pp. 1-10.

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APPENDICES

Appendix A: Interview Results

Appendix B: Organizational Chart

Appendix C: Job Description

Appendix D: Initial salary

Appendix E: Work Contract

Appendix F: Warning Letter / Termination of Contract

Appendix G: Special Allowances

Appendix H: Teacher Evaluation Form

Appendix I : Personnel Records

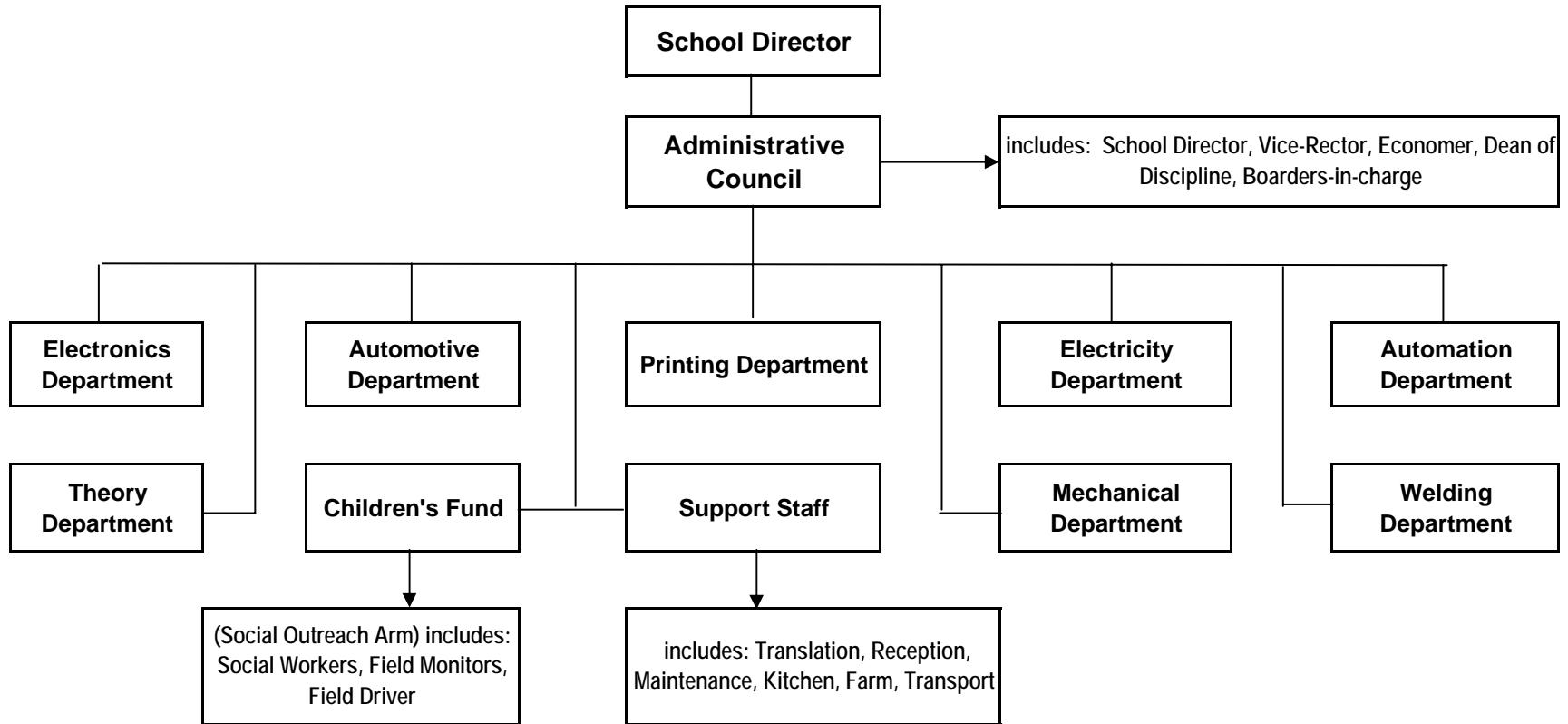
Appendix A: Interview Results: (summarized as Low, Medium, High in terms of Satisfaction)

	Section Head (M)	Teacher (F)	Teacher (M)	Translator (M)	Social Worker (F)
Job matches Qualification	High	High	High	High	High
Personal values match Company Values	High	High	High	High	High
Job Challenge	High	High	Medium	Low	High
Job Evaluation (PAS)	High	Medium	Low	Low	Low
Job Salary & Benefits	Medium	Low	Low	Medium	Medium
Work Relations - With Administration	High	Medium	Medium	High	Medium
- With Supervisor	N/A	Medium	Low	N/A	Low
- With Colleagues	High	High	High	High	High
Career Development	High	Low	Low	Low	Medium
Work Recognition	High	Medium	Medium	Medium	Medium
Work Environment	High	High	High	High	High

* Interview with the **Director and Administrator** is only for organization structure, salaries, and other internal matters of confidential nature.

Appendix B

ORGANIZATIONAL CHART OF DON BOSCO TECH SCHOOL PHNOM PENH



Appendix C: Job Description

MS. LORIE HASTINGS Don Bosco Children Fund- Phnom Penh Office

1. **Job Title:** DBCF Deputy Director & DBCF HIV/AIDS Program Coordinator
2. **Job Description:** Oversee, coordinate, plan and implement all current DBCF HIV/AIDS Projects
3. **Other Key Responsibilities:**
 - 3.1. **Coordination & Follow of DBCF HIV/AIDS Program**
 - Monitor cash and purchase goods for distribution of HIV/ AIDS Project
 - Monitor the systems/ processes of HIV/AIDS program
 - Monitor and support HIV/AIDS staff (and carers)
 - Coordinate the ARV Program at the NPH and other agencies
 - Field visit the group target of children/ families on regular basis
 - 3.2. **Communication and Regular Liaison with other NGO's, Officials and Donors**
 - Represent DBCF at relevant meetings
 - Monitor HIV/AIDS monthly budget & financial account to Administrator
 - Write HIV/AIDS monthly report and yearly evaluative report in English
 - 3.3. **Administrative Activities**
 - Co-responsible of the DBCF Office Management
 - Responsible of the DBCF Monthly Financial Report by monitoring Ms. Sopheap
 - Daily Report by 07:45 am dependent on area & Check Attendance of Office Staff
 - Attend regular DBCF Staff Meeting (every Monday at 9.00-10.00 am.
 - Organize DBCF staff formative session to encourage teamwork
 - Devise Formation Plan to be delivered by HIV/AIDS staff on visits
 - Develop new links or strengthen existing links with other NGO's
 - Research and write other project proposals and/ or designs new initiatives upon request
4. **Important Terms and Conditions**
 - Ensure that the above mentioned tasks are carried out in line with the SEPP
 - The initial contract will be for one year (Jan. 1, 2003 – Jan. 1, 2004) with an option to renegotiate and extend for a second year
 - The monthly salary will be in accordance to the project proposal that includes living expenses, rent, health insurance and the cost of an annual flight to the UK
 - Office and/or Field works are from Monday to Friday; Saturday on emergencies.
 - Entitled to four weeks paid annual leave in addition to agreed Don Bosco Holidays
 - A service vehicle "For Official Use Only" trips is available upon request
 - Copy of this Job description is furnished to Ms. Lorie Hastings, Fr. John Visser, Bro. Roberto Panetto, Fr. Leo Ochoa and DBCF Office

Signed: 17-02-02

Ms. Lorie Hastings

Bro. Roberto Panetto
Administrator

Fr. Leo Ochoa
DBCF Director

Appendix D:

INITIAL SALARY FOR DON BOSCO TECHNICAL SCHOOL PERSONNEL

PERSONNEL CATEGORY				
1. Administration board.	2. Instructors.	3. Workers.		
<ul style="list-style-type: none"> Managers: Principal of the school, workshops Head masters. Teachers/Instructors with University graduation. 	<ul style="list-style-type: none"> Workshop instructors with teaching responsibilities. Instructors who are studying . Theory Teachers without University graduation 	<ul style="list-style-type: none"> Workers in workshops. Guard, Farmers, Cooks, Generators technician, Maintenance, 		
Category /Age	Years of age	Basic Salary (\$) / Category		
		1	2	3
The basic starting salary will be fixed according to the category and the age. ----- (Usually no new employees over 40 years of age)	15 -20	----	60	50
	21 -25	70	64	53
	26 -30	75	68	56
	31 -35	80	72	59
	36 -40	85	76	62
	-----	-----	-----	-----
	41 -45	90	80	65
	46 -50	95	84	68
	51 -55	100	88	71
Working experience	Years of experience	Salary increase / Category		
		1	2	3
Each year of working experience an increase in salary. Experience in the field of employment.	1-5	+5	+4	+3
	6-10	+10	+8	+6
	11-15	+15	+12	+9
	>15	+20	+16	+12
Education	Education level	cat.1	2	3
An increase of salary is foreseen for instructors or workers when graduated to secondary or high education.	<ul style="list-style-type: none"> Elementary Secondary High 	Any increase according DBCF decisions	--	--
			--	+2
			+5	+5
Position allowance	Principal of school		+20	
	Principal of school assistant		+10	
	Workshop Head Master		+20	
	Workshop Head Master assistant		+10	
	Kitchen Manager		+20	
	Kitchen Manager assistant		+10	
	Manager of a particular sector		+10 or +20	

Appendix E: Work Contract

 **DON BOSCO TECHNICAL SCHOOL. PHNOM PENH.** Date:

Working Contract between DON BOSCO TECHNICAL SCHOOL. PHNOM PENH.

And:(Employee's name):; Date of Birth (d/m/y)/..../.....

Employment Contract as { } Teacher; { } Instructor; { } Worker.

For the position of _____.

Starting working in DON BOSCO from date(d/m/y):/...../.....

Employee working years in DON BOSCO = (.....);

1. **Contract Period.**

Your contract with the DON BOSCO Technical School.. Phnom Penh, is for the period of one school year. Starting from / / until / / .

The contract is for one year and will be automatically renewed at the beginning of October unless one of the parties asks for termination.

2. **Job Description.**

Your employment as _____ is according to the job description herewith attached. (See Annex A).

3. **Working days/hours.**

Six days/week (Monday to Saturday); 7 hours and 15 minutes/day (normally from 07:55-12:00 and from 12:55 to 16:05 hrs). Any temporary absence during the working time, must be notified, and approved by the person in charge.

4. **Overtime job.**

Overtime job can be done above mutual agreement with the person in charge. Overtime will be paid 1.5 times on weekdays and 2 times in holidays (Sunday or public holidays).

Overtime work must be signed/approved day by day by the authorized person in charge.

5. **Salary.**

Your starting salary was/will be of _____

() US \$ or equivalent in Riel at the present changing rate.

Your present salary will be of _____

() US \$ or equivalent in Riel at the present changing rate.

Bonus will be granted, by the end of September, to personnel who have been working at least one full year.

6. **Holidays.**

Personnel will have the right to yearly holidays only after 1 full year employment in DON BOSCO.

Teachers and Instructors are entitled to 12 working days/year holidays.

Workers are entitled to 6 working days/year holidays.

DON BOSCO will fix the suitable time for the personnel yearly leave. This period of time will be in accordance with the school schedule.

7. **Leave**

Extraordinary leave may be granted in special circumstances for personal reasons. A leaving request form has to be filled and submitted for approval to DON BOSCO at least 1 day before the leave's date. The leave for personal reasons should not exceed 7 days/year.

In case of emergency, personnel have to inform the person in charge by phone or by letter before 08:00 on the day of absence. The leaving request form has to be filled and submitted for approval to the person in charge on the first day personnel return to work.

8. Sick leave.

Absence from work for illness is allowed up to 15 days/year and two months in case of serious diseases to be cured in the hospital. Maternity leave is of 2 months.

Sick leave, for over 3 days, must be justified with a medical certificate.

In case of sick leave, personnel have to inform the person in charge by phone or by letter before 08:00 on the day of absence.

A sick leave request form has to be filled and submitted for approval to the person in charge on the first day personnel return to work.

Expenses for medicines or government hospitals will be refunded up to 200 US \$/year upon receipt submission. Medical attention in private clinics has to be approved in advance by DON BOSCO, and will be refunded 50% upon receipt submission up to 200 US \$/year.

9. Accidents.

In case of serious accidents, DON BOSCO will consider to compensate personnel up to a maximum amount of 2,000 US \$.

10. Termination of contract.

The contract will normally be automatically renewed at the beginning of October.

The DON BOSCO Foundation of Cambodia, however, may terminate the employment at any time, when there is a reason. In this case DON BOSCO will give at least a termination- pay amount according to the labor law (see Personnel Regulations booklet).

DON BOSCO will inform of the intention to finish the contract at least 15 days before the date personnel will be asked to leave.

Managers will inform of their intention to finish the contract at least three months before the leaving date.

Teachers and Instructors will inform of their intention to finish the contract at least one month before the leaving date.

Workers will inform of their intention to finish the contract at least 15 days before the leaving date.

Advanced request to terminate the contract by the employee will exclude the right to cash any Bonus or termination-pay money.

Dismissal for lack of responsibility or poor performance will cut the access to any Bonus or termination-pay funds.

11. Agreement.

Please acknowledge the above conditions for the contract.

I accept this contract as described above.

DON BOSCO authorized representative signature: _____, Date: / / .

Employee signature: _____, Date: / / .

Witness signature (1): _____.

Witness signature (2): _____.

Appendix F:

Nation Religion King

Don Bosco Technical School, Phnom Penh

Warning letter

The Supervisor of Don Bosco Technical School Phnom Penh, Cambodia,

Warns

Mr./Mrs. age with address
....., with position in the school as

That

he/she has made a serious misconduct of the contract signed in date at the point number
..... of the mentioned contract, having conducted the following misconduct:

.....
.....
.....

According to the contract and according to the Article 83 point B.2.3 of the actual 'Labour Law' of
Cambodia, the supervisor declares that this is the last warning to Mr./Mrs.
and that if he/she commits again a similar infraction, the supervisor of Don Bosco Technical School
will terminate his/her Labour contract before the ending date.

According to the Labour Law the employee has not right for any benefit besides the salary already
agreed.

This warning letter has made in double copy, one for employee and one for the School as an official
document. The interested person should read this warning letter before signing it. It is not compulsory
for the interested person to sign it.

Phnom Penh,

The supervisor :

Mr./Mrs.:

Kingdom of Cambodia
Nation Religion King

Don Bosco Technical School, Phnom Penh

Termination of the Contract

According to the internal regulations of the Labour contract in use at Don Bosco Technical School, according to the Labour Law, Articles from 22 to 32 and Article 83,

The supervisor of Don Bosco Technical School, Mr.
has decided the

Premature termination of the Labour contract for

Mr./Mrs. aged with address
....., with position in the school as
and with Labour contract dated

Because

Mr./Mrs. has made the following serious transgression:
.....
.....
.....in date

According to the Labour Law the employee has not right for any benefit besides the salary already agreed.

This letter of Termination of the contract has made in double copy, one for employee and one for the School as an official document. The interested person should read this letter of Termination of the Contract before signing it. It is not compulsory for the interested person to sign it.

Phnom Penh,

The supervisor : Mr./Mrs.:

Appendix G:

Special allowances for family members (starting after 3 months of work).

Food for children. (*) Food expenses for children under 15 years old will be paid by the school. (*) Ceiling for food + schooling = 10 \$	<ul style="list-style-type: none"> Babies 0 -5 years old Children 6-15 	(Monthly) 2.5 \$ 4 \$
Family responsibilities. Schooling fees. (*) Some support will be provided for schooling of children under the age of 15. (*) Ceiling for food + schooling = 10 \$	children (schooling...) 6-15	(Monthly) 2 \$
Health. Medical attention / Medicines for employee. Medicines for member in charge of the employee.. <i>Only for medicines and/or medical attention in government hospitals.</i> Accidents.	<ul style="list-style-type: none"> for the DBFC employee Wife/Husband In case of employee accidents within the School Compound, the DBFC will assist for the actual expenses up to ceiling of 2,000 \$.	(Yearly) 200 \$ 50 \$ max. 2,000
Extra allowance	Marriage:	60 \$
	New born child	10 \$
	Funeral	(case by case)
Housing.	(Rental of house in the DBFC land for personnel near the DBTS in New Phnom Penh)	
Transportation.	(to be considered case by case)	

HOLIDAYS.

Holidays paid by DBFC.	OTHER Besides the 2 weeks. Holidays details / Category		
	1	2	3
- 2 weeks (12 working days) paid holidays to all personnel after 1 year of work in the school. - Holidays (12 working days) can be divided along the year as agreed or requested by the school administration.	<ul style="list-style-type: none"> according to students/school holidays. Holidays granted by school for this category. 	<ul style="list-style-type: none"> according to students/school holidays. Holidays granted by school for this category. 	<ul style="list-style-type: none"> Holidays granted by school for this category (not all students holidays).

(*) Ceiling increase for children food + schooling = 10 \$

Remarks. Salaries will be updated to any future government disposition on the matter.

Yearly personnel evaluation will determine the yearly salary increase.

Salary will be modified immediately as soon as the employee or family members are not in the above scheme any more..

AppendixH:

TEACHERS EVALUATION FORM.

No	Family Name		Name		Born-Date	Started Date	Section	Position	Attendance				Towards School: Sense of belonging, Volunteer in activities, Loves Don Bosco, Feels the school as his own family	Responsibility: Prepare his work, Has initiative, Keeps up-dated, Accurate & Punctual	Behavior: Transparent, Is an Educator in and outside the school, Polite and respectful	Total
	Permission	Sick Leave	Late-Times	Absent					Full Marks=10	Full Marks=10	Full Marks=10	30				
Quarterly Evaluation																
1	Tit		Savan				Mechanical	Manager					1			
	Father	No	Mother	No									2			
	Y-Broth.	0	O-Broth.	3									3			
	Married	Yes	N.Child	1					Remarks							
2	Has		Sakin				Mechanical	Assistant					1			
	Father	No	Mother	No									2			
	Y-Broth.	0	O-Broth.	0									3			
	Married	No	N.Child	0					Remarks							
3	Ouk		Marady				Mechanical	Instructor					1			
	Father	Yes	Mother	Yes									2			
	Y-Broth.	3	O-Broth.	0									3			
	Married	No	N.Child	0					Remarks							
4	Sok		Rith				Mechanical	Instructor					1			
	Father	No	Mother	Yes									2			
	Y-Broth.	0	O-Broth.	1									3			
	Married	No	N.Child	0					Remarks							
5	Nul		Ny				Mechanical	Stu-3 rd Year					1			
	Father	No	Mother	No									2			
	Y-Broth.	1	O-Broth.	1									3			
	Married	No	N.Child	0					Remarks							
6	Tuy		Sombo				Mechanical	Instructor					1			
	Father	Yes	Mother	Yes									2			
	Y-Broth.	1	O-Broth.	0									3			
	Married	No	N.Child	0					Remarks							
7	Leang		Sopheang				Mechanical	Stu-3 rd Year					1			
	Father	No	Mother	Yes									2			
	Y-Broth.	0	O-Broth.	0									3			
	Married	No	N.Child	0					Remarks							
8	Touch		Vin				Mechanical	Instructor					1			
	Father	Yes	Mother	Yes									2			
	Y-Broth.	1	O-Broth.	0									3			
	Married	No	N.Child	0					Remarks							
9	Chem		Borom				Mechanical	Stu-3 rd Year					1			
	Father	Yes	Mother	Yes									2			
	Y-Broth.	2	O-Broth.	2									3			
	Married	No	N.Child	0					Remarks							
10	Prum		Noeun				Mechanical	Instructor					1			
	Father	No	Mother	No									2			
	Y-Broth.	2	O-Broth.	0									3			
	Married	Yes	N.Child	1					Remarks							
11	Hay		Ngor				Mechanical	Stu-3 rd Year					1			
	Father	No	Mother	No									2			
	Y-Broth.	4	O-Broth.	1									3			
	Married	No	N.Child	0					Remarks							
12	Phon		Sianhon				Mechanical	Instructor					1			
	Father	Yes	Mother	Yes									2			
	Y-Broth.	6	O-Broth.	1									3			

Appendix I : Personnel Record

DON BOSCO FOUNDATION OF CAMBODIA

POSITION APPLIED..... **EXPECTED SALARY**:.....
FAMILY NAME:..... **NAME**.....
SEX: MALE; FEMALE; **DATE OF BIRTH**:_____/_____/_____.
NATIONALITY:.....; **RELIGION**:.....
PRESENT ADDRESS..... **PERMANENT ADDRESS**:.....
.....
TELEPHONE: HOUSE:.....; **WORK**:.....

FATHER:

ALIVE; **NAME**:.....; **AGE**:.....; **PROFESSION**:.....;
SALARY.....

DEAD; **ON YEAR**.....; **AGE**; **PROFESSION**.....;

MOTHER:

ALIVE; **NAME**:.....; **AGE**:.....; **PROFESSION**:.....;
SALARY.....

DEAD; **ON YEAR**.....; **AGE**; **PROFESSION**.....;

BROTHERS AND SISTERS:

ALIVE BROTHERS; SISTERS. (LIST FROM THE YOUNGEST).

NAME	SEX	AGE	PROFESSION	SCHOOL LEVEL
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MARITAL STATUS

.....;;;;
.....;;;;
.....;;;;
.....;;;;

DEAD: BROTHERS; SISTERS. **DEATH CAUSE**.....

MARITAL STATUS: SINGLE; MARRIED; SEPARATED; DIVORCED; WIDOW

SPOUSE NAME:.....; **PROFESSION**:.....;
SALARY.....

CHILDREN: **NUMBER**: SONS; DAUGHTERS. (LIST FROM THE YOUNGEST). ALIVE:

NAME.....; **SEX**: MALE, FEMALE; **AGE**:.....

NAME.....; **SEX**: MALE, FEMALE; **AGE**:.....

NAME.....; **SEX**: MALE, FEMALE; **AGE**:.....

NAME.....; **SEX**: MALE, FEMALE; **AGE**:.....

NAME.....; **SEX**: MALE, FEMALE; **AGE**:.....

OTHER DEPENDENT RELATIVES/PERSON IN YOUR HOUSE:

NAME	SEX	AGE	RELATIONSHIP
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.....; MALE, FEMALE; ...;

.....; MALE, FEMALE; ...;

.....; MALE, FEMALE; ...;

EDUCATION AND TRAINING (LIST FROM THE HIGHEST):

FROM DEGREE	TO	INSTITUTION/CITY/COUNTRY	FIELD OF STUDIES
___/___/___;	___/___/___;;;
___/___/___;	___/___/___;;;
___/___/___;	___/___/___;;;
___/___/___;	___/___/___;;;

PRESENT AND FORMER OCCUPATION/PROFESSION (LIST FROM THE MOST RECENT):

FROM SALARY	TO	PLACE OF WORK,CITY/COUNTRY	FUNCTION
___/___/___;	___/___/___;;;
___/___/___;	___/___/___;;;
___/___/___;	___/___/___;;;
___/___/___;	___/___/___;;;

OTHER PERSONAL SKILLS (FREE TIME ACTIVITIES, MUSIC, ART, SPORT, OTHERS). DESCRIPTION:.....

.....

FOREIGN LANGUAGES: 1).....2).....3).....4).....

DRIVING LICENSE: MOTORCYCLE; CAR; TRUCK; OTHER, SPECIFY.....

HEALTH: VERY GOOD; GOOD; WEAK; ILL: SPECIFY.....

REFERENCES: (NAME, POSITION AND ADDRESS OF REFERENCE PERSONS).
.....
.....

REASON/MOTIVATION FOR APPLYING TO THE DON BOSCO FOUNDATION OF CAMBODIA:

.....
.....

(PLEASE ATTACHED: 1 COPY OF ID CARD, 1 COPY OF HIGHEST DEGREE, 1 COPY OF DRIVING LICENSE, 1 LETTER OF RECOMMENDATION FROM ANY PERSON WHO KNOWS THE DON BOSCO FOUNDATION OF CAMBODIA).

I HEREBY CERTIFY THAT THE ABOVE INFORMATION ARE TRUE, COMPLETE AND CORRECT.

DATE: ___/___/___.

SIGNATURE:.....

INTERVIEWED BY:.....;

DATE: ___/___/___.