

**CURRENT (2005/6/7)  
EDUCATION, TRAINING  
AND DEVELOPMENT  
POLICIES**

## **APPOINTMENT IN AN ACTING CAPACITY POLICY**

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### **OBJECTIVE**

The objective of this policy is to outline guidelines for the appointment of employees into acting positions and the granting of acting allowance.

An acting allowance is a non pension-able allowance paid to an employee who is appointed by the Municipality management to act in a higher position than his or her own.

### **POLICY**

1. All employees are contractually bound to flexibility including multi-skilling, multi-tasking and mobility, subject to reasonable and prior consultation. Acting allowances are not paid for flexibility as such, but only where an employee operates for a defined minimum period in a senior position to their normal role;
2. Before an employee commences their duties in an acting position, a letter is issued by Human Resources to the acting employee detailing the acting individual's roles and clarifying responsibilities;
3. The qualifying period for the purpose of this policy shall mean a continuous period of ten (10) days, and shall include any public holiday falling within this period;
4. When the qualifying period is broken by absence from duty for a period of one day or more, and the Municipal Manager is satisfied that such absence has been caused by circumstances beyond the control of the acting employee, the qualifying period shall not be regarded as having been broken if the acting employee in the aggregate acted for no less than three (3) days; and
5. An acting employee who takes leave of any kind shall be paid an acting allowance up to and including the last working day before proceeding on leave and from the day on which they return from leave.

### **PAYMENT**

1. In determining the amount of acting allowance to be paid, it is also taken into account that the appointment to act in a position higher than that which

the employee currently occupies, offers an opportunity to enhance training and development at a higher level;

2. An acting allowance shall be paid from the first day to the last day of the acting appointment including public holidays; and
3. If in a senior position where a senior member of the organisation acts in the position of another of equivalent rank, no acting allowance shall be payable.
4. In all other instances the acting allowance paid shall be determined as follows:
  - When an employee is appointed to act in a certain higher position, a non-pensionable acting allowance, which is the difference between the employee's current salary and the minimum salary for the acting level shall be paid at the end of the acting period or on each pay day falling within the acting period; and
  - The overtime rate for an acting employee during the acting period, if applicable, shall be based on their remuneration exclusive of the acting allowance.
  - Restriction of levels in an acting capacity shall be resolved by Council, in response to motivation from the Head of Department on a case-by-case basis.

## **LIMITATION**

No employee will act in a higher position for a continuous period exceeding six (6) months unless authorised by the Full Council in conjunction with the EXCO.

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# **TRAINING AND DEVELOPMENT POLICY**

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## **OBJECTIVE**

The objective of this policy is to promote education and training in the organisation. To empower all employees, councillors and community members, especially people from all designated groups as per the Skills Development Act, Employment Equity Act, and the Basic Conditions of Employment Act.

## **POLICY**

The types of training courses and the development thereof will be determined by the Municipality. All education and training will be needs-based from the municipality's point of view. Employees are encouraged to become involved in their personal development, to manage their own careers by indicating to their supervisors their training needs requirement.

The provision of training and development should include the Councillors and must be extended to community members for empowerment purposes. The recruitment of trainees should be confined to the local municipalities under the Sisonke District Municipality.

The Municipality recognises that its human assets are its most vital resource and is therefore committed to ensuring that all employees receive appropriate education and training:

- To enable to meet the requirement of their present jobs.
- To cater for personal development and the attainment of national qualification
- To enable them to make the most of their ability.

Employees are encouraged to take advantage of all development opportunities that are available to them.

- The Human Resources Manager will assume overall responsibility for:
  - a. Implementation of this policy.
  - b. Co-ordinating all training and learning activities throughout the organisation.

Every departmental head is responsible for the training and development of his or her staff.

Whilst recognising the need for individual training and development, management wish to emphasise that education and training should be tailored to contribute to achieving the goals of the organisation. As a rule, only SETA accredited service providers will be appointed by the municipality.

In addition to training to enable employees to become competent at their jobs, the organisation will pay particular attention to specific training and learning arising from internal or external pressure of the business, i.e. legislation e.g. labour laws.

The Municipality believes that its employees should be empowered through training and education to become better South African citizens for the good of the country as well as the Municipality.

# **EMPLOYEE TRAINING AND EDUCATION POLICY**

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## **OBJECTIVE**

The objective of this policy is to define the types of training that are applicable in order to achieve above mentioned training and development objectives of the Municipality.

## **POLICY**

The three types of training and education are: -

- a) Internal staff training programmes
- b) Municipality sponsored external training programmes
- c) External institution courses for tertiary education for employees

It is expected that a Human Resources Manager will be empowered to manage, co-ordinate and budget for all training and education within the Municipality.

### **A. IN-HOUSE TRAINING PROGRAMMES**

The Municipality shall from time to time organise programmes for training of employees. Such programmes shall either be for the whole Municipality, departments or individuals as appropriate.

The costs of such programmes will be borne by the Municipality and no agreements are required between the Municipality and the employees. Managers may approach the Skills Development Facilitator to suggest appropriate programmes to be incorporated into the overall training and education curriculum.

### **B. MUNICIPALITY SPONSORED EXTERNAL TRAINING PROGRAMMES**

The Municipality shall from time to time organise programmes for training of employees by external educational institutes/consultants.

Such institutions/consultants shall be chosen at the discretion of the Municipality having fairly evaluated the competencies and appropriateness of the institution/consultant and the costs of the programmes. Such programmes should be for the whole Municipality, departments or all employees as appropriate.

The costs of the programmes will be borne by the Municipality and no agreements are required between the Municipality and the students. Managers may approach the Skills Development Facilitator to suggest appropriate programmes to be incorporated into the overall training and education curriculum.



**C. EXTERNAL INSTITUTION COURSES FOR INDIVIDUALS**

Such courses shall be concluded where: -

1. An employee approaches a Manager for consideration of a course;
2. A Manager suggests to an employee their participation in a course;
- or
3. The Municipality requires an employee to attend a course.

Such courses will be concluded under two different categories:

- a) As a bursary in terms of the Bursary Agreement or,
- b) As a loan to the student in terms of the Student Loan Policy.

## **BURSARY POLICY**

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### **A. GUIDELINES**

The objective of this policy is to: -

- To encourage career development of employees through further education.
- Self-development activities are encouraged provided that they are along the lines regarded as beneficial to the Municipality by management.
- The Municipality would provide financial assistance to employees who wish to improve themselves through formal courses of study.
- Employees will qualify for one study loan or bursary per course of study. There will not be simultaneous bursary / study loan payments (employees will have to successfully complete a course before applying for new loan or bursary).
- To ensure that, as a rule, only SETA accredited Training Providers are to offer training.

### **B. DEFINITION OF BURSARY**

- A bursary is given to an employee when a specific course of study is considered by the Municipality to be beneficial to the employee's career development plan. Studies are fully paid for by the Municipality.

### **C. PRINCIPLES - BURSARY**

- A bursary will only be granted after a development discussion between the employee and his/her Manager.
- The Municipal Manager must approve a bursary.
- A bursary can only be given for a qualification and institution considered by the Municipality as reputable.
- A bursary can only be given for a qualification considered by the Municipality to be applicable to both the Municipality's business interests as well as the employee's development.
- The Municipality is in a financial position to be able to offer a bursary.

- Financial assistance will cover:
  - Tuition fees
  - Registration fees
  - Examination fees.
- A maximum of R7 000.00 per annum will be paid directly to the institution.
- An employee who has been granted a Bursary must sign an agreement with the Municipality stating that he/she will remain in the Municipality's employment for a period of one year after successful completion of the course provided the total cost does not exceed R7 000.00. If the cost exceeds R7 000.00 then the employee is to remain in employ for a period of 2 years.
- In the event the employee leaves the Municipality's employ before the expiry of the agreed period, the employee must pay back an amount in proportion to the unexpired remainder of the period. The employee must sign a bursary agreement.
- If a Bursar fails one or more courses, he/she will either:
  - i) Repeat the course at his/her own expense, or
  - ii) Refund the bursary to the Municipality if he/she is unable to complete the course, or
  - iii) Continue with the course at his/her own expense.

#### **D. STUDY LEAVE FOR A BURSAR**

- The Municipality will grant the Bursar study leave for attendance or projects that must be complied with as part of the course.
- A total of two days per examination will be granted. One day will be for preparation and the second day will be for writing the examination.

#### **E. PROGRESS REPORTS**

A progress report shall be completed annually whereby the HR department in conjunction with the relevant department evaluates the progress of all Bursars.

According to the evaluation certain actions may be recommended including the following:

- The continuation of the bursary upon successful completion of the course requirements for the year
- The withdrawal of the bursary upon failure of a course

# **JOB EVALUATION POLICY**

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## **DEFINITIONS**

- "**SALGA**" - South African Local Government Association.
- "**TASK**" - Tuned, Assessment of Skills and Knowledge.
- "**SALGBC**" - South African Local Government Bargaining Council.

## **INTRODUCTION**

This policy aims at providing clear guidelines on the Municipality's Job Evaluation Policy.

## **APPLICABILITY**

This policy will apply to all Council employees, except Section 57 employees.

## **OBJECTIVES**

This policy has as objective to ensure the proper measurement of job contents for remuneration purposes. The job evaluation process is to rank jobs within a hierarchy that reflects the relative importance or worth of each job within the Municipality.

## **PRINCIPLES**

1. The policy is based on the TASK evaluation system as approved by SALGBC.
2. Job evaluations may be defined as the systematic process of determining the value of each job in relation to other jobs within the Municipality.
3. Job evaluations will be undertaken by the Principal Job Evaluation Committees as set up by SALGBC for this region.
4. The standard job description writing process as determined by the TASK system must be adhered to.

5. Job evaluations shall be undertaken bi-annually after the initial job evaluation exercise has been completed: Provided that any employee whose job content has changed to such an extent that he/she may request that the post be evaluated within the two year period.
6. No employee may end up with any less favourable terms and conditions of employment than they currently enjoy as a result of the job evaluation exercise.
7. Job evaluations are not automatically about wage increases but to align wages to changed circumstances within a job content.
8. Employees will be placed on the salary notch on the new pay scale for the applicable TASK grade which is the closest higher salary notch to their existing salary notch.
9. Employees whose current salary notch is lower than the minimum of the applicable TASK grade scale will be placed on the minimum of the applicable new TASK salary scale.
10. Employees whose existing basic salary is higher than the new TASK grade maximum will retain their higher existing basic salary scale and progression (if applicable).
11. Annual cost of living adjustments will be applied to the salary rate as retained by the employee.
12. An employee who has retained his/her salary and scale, and who successfully applies for a promotion to a post with a TASK grade maximum which is lower than his/her existing basic salary and scale, will continue to receive his/her existing salary and scale and annual cost of living adjustments will be based on his/ her salary.

## **BUDGET**

The application of new and higher scales as a result of job evaluation can only be implemented within approved budgets and affordability.

## **LEARNERSHIP POLICY**

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### **OBJECTIVE**

The objective of this policy is to address the gaps between current education and training provision and the needs of the labour market. It seeks to make provisions for paraprofessional and vocational education as per the Skills Development Act and Skills Development Levies Act to realise the objectives of the National Skills Development Strategy. The learnerships policy adoption could derive the following:

- Well and appropriately skilled employment pool (existing employees and new entrants)
- Turnover increase because of productive learners at lower than normal costs
- Productivity increase because of higher skilled workers
- Creative and innovative workforce, because of the attainment of the compulsory critical skills and attitudes required by every qualification
- A highly motivated workforce, because of higher levels of participation in the success of the organisation

### **POLICY**

The types of learnerships programmes to be adopted by the Municipality shall make provisions for skills shortages within the framework of the Human Resources Audit ie. Skills Audit. The unemployed learners to be provided the opportunities to acquire the qualifications out of the learnerships programmes provided by the Municipality must take into account the terms of contractual agreement by all stakeholders ie. the learner, training provider and the Municipality.

The Municipalities Learnerships Project Team in consultation with the Skills Development Facilitator shall take necessary action to meet the requirements of the Sector Education and Training Authority through:

- Skills Development Levy contribution on a monthly basis calculated as a percent of the total monthly payroll
- Compilation of the Letter of Intent to participate in identified learnerships and understanding the Memorandum of Associations across industry sectors

- Administration and allocation of learnerships grants in line with the Sectoral Determination as set out by the Department of Labour
- Learner support and provision of mentorship

Learners both currently employed and unemployed are to be encouraged to take advantage of the opportunities available to them

- By availing themselves to 30% theory presented by the Accredited Training Provider as part of the learning outcomes for the duration of the learnership contract
- By demonstrating competency in work-based environment which will culminate to an assessment which shall not in anyway reflect bias results on the side of the learner

The Municipality believes that its participation in learnerships programmes through policy adherence will form an integral tool in acceleration of socio-economic objectives and decreasing the unemployment levels within its community.



## **EXPERIENTIAL TRAINING POLICY**

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### **OBJECTIVE**

The objective of this policy is to promote youth education and training through practical learning. To empower all undergraduates, graduates and post graduates especially from designated groups to familiarise themselves with practical on the job experience in their respective career choices.

### **POLICY**

The tertiary education sector (technikons, universities, colleges, etc.) provide learners with the theoretical component of education and training and for that reason experiential training is meant to provide the hands on practical component. Heads of Departments are encouraged to be involved in the education and development of the youth within the district, by creating opportunities for youth advancement in their departments.

### **CONDITIONS FOR EXPERIENTIAL TRAINING**

1. Heads of Departments shall determine the criteria, number and calibre of trainees to be admitted in each department
2. All undergraduates, graduates and postgraduates within the District are eligible to apply as experiential trainees.
3. A decision concerning the intake of trainees rests solely with the Head of Department.
4. All trainees under this program shall adhere to the Municipal Code of Conduct.
5. Other than annual leave accumulating at 1.25 days per completed month, trainees are not entitled to organizational benefits
6. Contractual matters shall include amongst others, leave accumulation, duration of training, reporting procedure, working hours and related conditions.
7. Any other working condition not specified in the terms and conditions, relevant Labour Legislation would take precedence.

## **INTERNSHIP, VOLUNTEERISM AND LEARNERSHIP POLICIES**

### **DEFINITIONS**

<b>"Experiential training"</b>	means knowledge based on experience.
<b>"Learnership"</b>	means the provision of practical work experience while undergoing education and training at an accredited training provider.
<b>"Internship"</b>	means the provision of opportunities for new entrants to the labour market to gain work exposure.
<b>"Trainee"</b>	means an enrolled student at a recognised tertiary institution undergoing training to obtain a diploma/ degree or other recognised qualification.
<b>"Volunteerism"</b>	means a person who presents him/herself to undergo practical experience within a municipal department.

### **INTRODUCTION**

This policy sets guidelines for the Municipality in terms of providing opportunities to students/job seekers to gain experience at different levels within a municipal environment.



Internal trainees are to sign an agreement that any work related to the programme is not subject to overtime pay, and they continue to be paid their normal salary whilst on the programme.

## **INTERNSHIP PROCEDURES**

1. Trainees who are new to the Council are assigned to a Council department which best correlates to their existing qualifications.
2. There they experience the work under the guiding hand of a senior employee who has been assigned to mentor the trainee in that environment.
3. Besides acquiring the very essential skills of communications, planning and organising through hands-on experience and in-house training, the trainees are exposed to the way decisions are taken and how different levels of management function.
4. Equally important is the trainees' ability to become a resource in the workplace, understand the job and develop an ability to provide ideas and express informed opinions confidently.
5. The programme also offers existing employees who are selected for the programme exposure to different aspects of the work of his/her department. These trainees are also assigned a mentor who assists them with work related issues and guides their development in the workplace.
6. During this process of transformation it is imperative that both categories of trainees follow and understand developments in his/her department and local government as a whole.
7. Although there is no obligation on the part of the Council to offer the external trainees permanent employment at the end of the scheme, many become a resource in a relatively short period of time.
8. The selection of students to be offered training be at the sole discretion of the relevant Head of Department after consultation with the relevant Technikon/ University, providing such selection complies with prevailing employment policies, but that no commitment be given or implied to extend the training placement from one financial year to the next.
9. The guidelines as issued by the National Treasury regarding internship are to be followed.

## **REMUNERATION**

The intern shall be remunerated as determined by the Council from time to time.

## **LEARNERSHIP PROCEDURE**

### **PURPOSE**

The purpose of a learnership is to provide an "agreement between a learner, an employer and an accredited training provider in terms of Section 5(1)(a)(ii)(bb) of the South African Qualifications Authority Act, whereby the employer must employ the learner and provide specified practical work experience. The employer must also release the learner to attend the education and training specified in the agreement.

### **CONDITIONS**

A learnership agreement must be in the prescribed form and registered with a SETA.

A learnership agreement may not be terminated before the expiry of the period of duration specified in the agreement unless:

- the learner meets the requirements of the successful completion of the learnership;
- the SETA which registered the agreement approves of such termination; or
- the learner is fairly dismissed for a reason related to the learner's conduct or capacity as an employee.

A learner who was not in the employ of the municipality when the agreement was entered into, the municipality and the learner must enter into a contract of employment, which contract is subject to the terms and conditions that may be determined by the Minister on the recommendation of the Employment Conditions Commission established by Section 59(1) of the Basic Conditions of Employment Act.

The stipulations as contained in the Skills Development Act, 1998 (Act No. 97 of 1998) regulates the employment of all learnerships.

## **REMUNERATION**

The learner shall be remunerated as determined by the Council from time to time.

# **SUCCESSION PLANNING & CAREER PATHING POLICY**

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## **INTRODUCTION**

In the past, managers were not concerned in developing the potential of their staff members. Managers also did not plan what their staff requirements would be over forthcoming years and, when vacancies occurred, there was often no suitably trained employee available to undertake the work.

Succession planning simply means making the necessary arrangements to ensure that suitably qualified people are available to fill posts which will arise within any specific department over forthcoming years. Career pathing involves - ensuring that each staff member's potential is developed to its fullest extent and that there is a career mapped out for him/her in the municipal service. Obviously every staff member does not have the ability or even the desire to become the Municipal Manager. However, the aim should be to attempt to train and develop the employee to the extent that he/she is able to reach the level of seniority to which he aspires and to be able to competently undertake the duties attached to that post.

The purpose of this policy is to provide a step process of succession planning as well as a career pathing.

## **PURPOSE OF SUCCESSION PLANNING AND CAREER PATHING**

The reasons for preparing succession planning and career pathing plans are as follows:

- to ensure continuity of suitably trained staff in key posts for the future
- to ensure that someone is always available to fulfil any particular job in the municipal service, even in the event of illness, resignation or death. More than one staff member in a specific department should always be able to do any particular job.
- to comply with the legal requirements of the Employment Equity Act which requires the appointment and promotion of suitably qualified persons from previously disadvantaged groups, to ensure proportional representation in all occupational categories and levels.
- to ensure that training programs are undertaken in an orderly way and that staff do not simply attend training courses without a purpose. In this way training initiatives can be properly focused.

- to develop career paths for individual staff members to assist them in their careers, making them more enthusiastic about their jobs and therefore making them more productive. In this way, the individual skills may be utilised to achieve the goals of both the department as well as the organisation.
- to assist the employee in meeting his/her performance goals. Individual goals must be aligned with the goals of the overall department and the organisation, including the Council's Integrated Development Plan (IDP) and budget. Succession planning and career planning must, furthermore, be aligned with all other human resources activities such as selection, training, performance management etc.
- to establish a highly motivated work force which could lead to a decrease in staff turnover

## **RESPONSIBILITY FOR IMPLEMENTING SUCCESSION PLANNING AND CAREER PATHING**

The responsibility for implementing succession planning and career pathing rests with management (more specifically departmental management), the Human Resources Department and the employees themselves. The trade unions should also play a supportive role in the process.

The responsibility for succession planning and career pathing should be seen as a partnership between these parties.

More specifically, the responsibilities of the partners in the succession planning and career pathing process are as follows:

### **1. Responsibilities of the Employer (Management)**

- the employer must accept the responsibility for the training and development
- the employer must, further, participate in skills training and development on all levels in the organisation and commit itself to the implementation and continuous participation in the Succession Planning and Career Pathing program
- the Council (or employer) also has a responsibility to make resources (financial and other) available in order to promote the implementation of succession planning and career pathing. Provision must be made in the training budget of the municipality for this funding.



- The employer must establish and maintain structures, policies and procedures (job enrichment, job rotation, job enlargement, special projects, career counselling, discussion groups, workshops, assessment centres) to facilitate Succession Planning and Career Pathing within the organisation.
- The employer must support the development of each employee by availing/creating the necessary resources viz. facilities, training personnel, transport, course materials and stationery as well as paid time-off for training.
- The employer should, at its discretion, allow employees to repeat the training and development programs or part thereof, where the employee has not developed the required competency
- The employer may decide, based upon fair criteria, which employees are suitable for specific training and development.

## **2 Responsibilities of the Unions**

- The trade unions are acknowledged as partners in the processes of training and development and will be encouraged to provide inputs into this policy document
- The unions should continuously encourage and motivate their members to participate in training and development programs
- The unions should play a supportive role in the implementation of Succession Planning and Career Pathing, in particular in assisting with implementation of employment equity.

## **3 Responsibilities of Employees**

- Employees should commit themselves to participation in training programs so that the process of training and development can succeed and be carried to its full extent.
- It is necessary that employees make use of these programs in an enthusiastic manner by voluntary participation, continuous attendance, acceptance of responsibility for personal development, providing continuous positive input etc.
- Employees must accept the principle that age is of no importance in training and development.

## **WHAT IS NEEDED TO PREPARE SUCCESSION PLANNING AND CAREER PATHING DOCUMENTS**

The Head of Department, together with the Human Resources official (preferably Training Officer) should obtain the following:

- departmental organogram
- skills audit results
- performance appraisal forms for all of the staff within the department. Obtaining these forms necessitates the implementation of a Performance Management System
- Management System (PMS) within the municipality. Municipalities are legally required, in terms of the Municipal Systems Act, to have a performance management system in place for senior staff members. It is recommended that this system be applied to all staff members within the municipality and the Performance Appraisal Forms resulting from the implementation of the PMS are necessary to undertake succession planning.
- departmental estimates or staff budget
- schedule showing the ages of current staff and dates of retirement. This can be obtained from the Human Resources Department
- job descriptions for all the posts in the department together with competency-based job outcomes for each post. These job outcomes must comply with the format of the unit standards as prescribed by the National Qualifications Framework (NQF). An example of competency based job outcomes is set out in the attached Format of Unit Standard form (Annexure A).

## **PROCEDURE FOR COMPILING A SUCCESSION PLANNING DOCUMENT**

Once all of the information mentioned above has been obtained, it will then be possible to compile a succession planning document. The following steps must then be followed:

### ***Step 1***

Each year, the Head of Department, together with the Human Resources Official responsible for training and development, must examine the organogram of the department to establish:

- which posts are likely to become vacant over the next five years owing to retirements (from the schedule of ages of employees mentioned above). Provision should also be made for cases of possible termination due to the resignations, deaths, dismissals etc.
- which posts on the organogram are already vacant and have funds provided for them on the annual estimates
- which previously disadvantaged individuals and other employees within both the department and the municipality as a whole can possibly be groomed or developed for more senior posts (his information can be obtained from the skills audit) .
- which posts require specialist technical or formal training, e.g. university degrees and for which there are presently no suitably qualified internal staff members

### ***Step 2***

The Head of Department, together with the human resources official should then prepare a draft organogram of how the departmental structure should look over the next one to five years. This draft organogram should reflect new posts that will be needed and any possible improvements to the current staff organogram.

(NOTE: Departmental heads must bear in mind that there are limited funds available for new staff members and a realistic assessment of future staff needs must be made.)

### ***Step 3***

The Head of Department should then begin to "pencil in" the names of possible employees within the department who could be groomed for promotions for new posts or for posts becoming vacant as a result of retirements etc. Previously disadvantaged employees must be given preference where necessary to comply with the provisions of the Employment Equity plan for the municipality.

Information on which employees can be earmarked for possible promotion can be obtained from the Skills Audit results and the Performance Appraisal forms.

### ***Step 4***

A competency development plan, to improve the competency of identified employees must then be implemented.

Where there are specialist posts which are expected to arise and which require formal qualifications, employees who have shown the necessary potential and interest should be offered bursaries (subject to finance being available), or alternatively generally be encouraged to register at a Technikon or University on a part-time or correspondence basis. All possible assistance and encouragement must be provided to the employees.

### ***Step 5***

Where additional informal training is necessary, suitable training courses must be identified and arrangements made for the identified employees to attend. This should be done in consultation with the employee concerned who should be informed that should he/she show promise, he/she will stand a better chance of promotion. However, no promises must be made.

It is important that the training courses which the employees are given cover all competencies and that, at the end of the course, the employee must be able to deliver the performance outcomes required for the job (see Annexure A).

### ***Step 6***

Where on-the-job (or in-service) training is necessary, arrangements should be made to allow the identified employee to act in the higher post when the present incumbent is on leave, in order to confirm his suitability. In this way, the Head of Department will be able to establish whether the employee has the ability to meet the performance standards set for the post.

### ***Step 7***

If no suitable in-service training within the Municipality exists, larger local authorities can be approached to assist in this matter. Arrangements can be made to send the identified employees to other municipalities for limited periods, in order to obtain in-service training and experience by working with persons who are undertaking those duties. Some larger municipalities are prepared to assist in this matter, provided there is no cost implication for them.

### ***Step 8***

Identified employees can also be allowed to work directly under a qualified employee within the municipality, who would be his/her mentor. This would enable him to acquire skills at limited cost.

## **PURPOSE OF THE COMPETENCY DEVELOPMENT PLAN**

The purpose of the Competency Development Plan mentioned under Steps 4- 8 above is to improve the competency of the employees in order that future staff needs are met. It is important that after undergoing the competency development process, staff members are able to fully comply with the unit standards as set out in Annexure A. This means, for example, that they must be able to do all of the tasks set out in the example column of Annexure A.

## **PROCEDURE FOR COMPILING A CAREER PATHING DOCUMENT**

Where staff members have been shown to be competent in their jobs (as identified from the Performance Appraisal forms) and where they display the necessary potential and aspirations, special career path documents should be drafted for these employees. Other staff should also not be overlooked and career paths for them should also be determined, bearing in mind any limited aspirations or interest in promotion.

The following steps should be taken in preparing a career pathing document:

### ***Step 1***

Once per year, the Head of Department (preferably with the human resources official) should hold a meeting with each member of staff in order to ascertain - how great the employee's aspirations or ambitions are. The employee's past performance (as identified from the Performance Appraisal form) should also be discussed, as well as any possible improvements that are needed and any additional training which is required.

### ***Step 2***

It is important that the Head of Department be flexible in his/her view of the potential of the employees. The Human Resources Representative can assist in maintaining objectivity in these cases. The employee's aspirations must then be compared with his/her current performance and any improvements needed must be set out.

### ***Step 3***

If the employee is at a fairly junior level, and wishes to progress to higher levels, he/she must be given every opportunity possible to develop the necessary skills. A possible career path document (an example is attached as Annexure B) should be shown to him/her and he/she should be informed that his progress will depend entirely on his/her ability, enthusiasm, dedication and hard work in his/her job.

#### ***Step 4***

The document set out in Annexure B (as amended to suit the employee's particular career field) should be personalised with the employee's name on the top. Meetings with the Head of Department and the human resources representative should be held every year to discuss his/her progress and training and development needs.

#### ***Step 5***

Once the employee can prove by means of competency evaluation that he/she possesses the necessary skills and competence to perform the key tasks, he/she may then move to the next higher level of competency on his/her career path.

In this way a career pathing document for each individual employee can be compiled.

#### **CONCLUSION**

The correct implementation of Succession Planning and Career Pathing within a municipality will have great benefits for both employers and staff members. Municipalities will always have suitably trained staff available and employees will feel that their employer is concerned about their careers and keen to train and develop them.