

# MORETELE LOCAL MUNICIPALITY



## TRAINING AND DEVELOPMENT POLICY

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## **1. VISION**

- ✓ The vision of training and development is to:
  1. Create an environment within which the council, employees and other stakeholders can realize their full potential to enable them to make a meaningful contribution towards achieving Council's vision;
  2. Enable Council to implement and execute its Human Resources Strategic objectives;
  3. Develop skills and competencies in the workplace;
  4. To improve quality of workers and their prospects of advancement within the workplace;
  5. To improve productivity in the workplace and the competitiveness of Council;
  6. To improve the delivery of developmental services;
  7. To make Council a learning organization.

## **2. POLICY STATEMENT**

- ✓ To accelerate service delivery within Moretele local Municipality through training and development of employees, councillors and community members.

### **2.1 AIM**

- ✓ The aim of this policy is to ensure that each and employee, from the day they assume duty in Council until the end of their career, participate in a properly structured training process that will that their work performance is maximized and potential fully developed.

### **2.2 OBJECTIVES**

- ✓ To promote training and development as part of the broader strategy for human resource development by:
  - Equipping all employees with the necessary knowledge, skills and competencies to perform their work effectively, in pursuit of the vision and the mission of the Council as well as the employee's vision.
  - Enabling employees to deal effectively and pro-actively with change and the challenges of dynamic work and external environment.
  - Enabling employees to acquire development orientated professionalism and the appropriate competencies.
  - Helping employees to address issues of diversity whilst promoting a common organizational culture so as to or in so doing support unity at the workplace.
  - Assisting employees in developing a better understanding of the needs of the communities that they are serving, as well as the capability to respond to these needs.

- Creating an enabling environment for the training and development of present and future incumbents.
- Creating a pool of suitably qualified individuals to be identified and developed in terms of succession-planning programme.
- By providing job security to competent individuals.

**Note1:** suitably qualified trainers need to be identified to guide each employee through planning to assure the above is accomplished.

### **2.3 TRAINING AND DEVELOPMENT PHILOSOPHY**

- ✓ The training and development philosophy is based on the following principles:
  - Equality of access by all employees at all levels to meaningful training and development opportunities.
  - Empowerment of especially previously disadvantaged and marginalized groups in line with Council's Employment Equity Policy.
  - Democratic non-racist and non-sexist training and development practices and values.
  - Life-long learning through the National Qualification Framework (NQF)
  - Effective career paths for employees.
  - Mutual understanding and respect as well as recognition of the diversity of Council's human resource.
  - Quality and cost-effectiveness in human resource provisioning, utilization and development.
  - Efficiency, effectiveness and professional service ethos.

### **2.4 GENERAL POLICY PROVISIONS**

- ✓ The training of employees at all levels forms an integral part of their professional and working life. To this end the following shall apply:
- ✓ The training of employees in senior and middle management positions must be linked to the processes of strategic management and policy-making.
- ✓ The training of all other employees must be linked to the emphasis customer care and service delivery, development of career paths, access to Adult Basic Education and Training (ABET) as well as the employee development programme of the Council. This training refers to the development programme for both skilled and semi-skilled employees.
- ✓ The training and development of employees must be designed to ensure need-focused training interventions aimed at ensuring that employees display a spirit of commitment and dedication in the performance of their duties. To give effect to this, the following shall apply:
  - Training courses shall be preceded by a need analysis of both the employee and the Council's training needs.
  - Training objective shall be clear and specific.
  - Course content shall be in line with the identified needs and set objectives.

- ✓ Training and development efforts shall take into account the need to foster equity as regards access to training and development opportunities.
- ✓ The result of training interventions shall be evaluated to determine the effectiveness thereof.

## **2.5 RESPONSIBILITY FOR TRAINING AND DEVELOPMENT**

- ✓ The responsibility for training and development function lies ultimately with Council. The Municipal Manager would be responsible for the implementation of the training and development programme. The Skills Development Facilitator will be responsible to co-ordinate and promote training and development within Council in consultation with the following role players:

### **2.5.1 Heads of Departments**

- ✓ The Head of departments shall be accountable for the training and development of all employees in their departments.
- ✓ The training and development function of Heads of Departments shall be as follows:
  - ✓ To make this policy known to all employees in their Department.
  - ✓ To create a favourable climate conducive to the training and development of all employees in their department.
  - ✓ To evaluate the effectiveness of training and development in their department.

### **2.5.2 Supervisors**

- ✓ Each and every supervisor shall see to the training and development of their subordinates by inter alia:
  - Identifying their subordinates' training needs.
  - Ensuring that knowledge and skills gained at courses, conferences, seminars, etc are applied in the working situation.
  - Continuously motivating subordinates with regard to their self development.

### **2.5.3 Employees**

- ✓ Every employee may ensure that they are trained and may utilize the training and development opportunities offered by the Council. This shall be done in consultation with:
  - Heads of departments
  - Supervisors
  - Training department in the office of the Skills Development Facilitator.

### **2.5.4 Councillors:**

- ✓ The council should ensure that the councillors are developed through training and development program that are within the Municipality in order to enhance personal development and effective service delivery
- ✓ The office of the speaker should ensure of this development and report to council
- ✓ This should be carried out periodically and a full report presented to council

### **2.5.4 The Community Members:**

- ✓ As part of community participation programs, the council shall ensure the development of community members within its jurisdiction
- ✓ This should also form part of the council's planning and development programs

- ✓ The management should ensure proper planning and development of the future staff and skills requirement in line with their municipal development strategy.

### **3. CERTIFICATION OF TRAINING**

- ✓ Certificate shall be issued by the accredited training institution to employees at the completion of their training courses.
- ✓ The HR department shall ensure that the training institutions are recognized and accredited for either:
  - Attendance of such course and/or
  - Competency acquired by such course.

### **4. NOMINATION OF EMPLOYEES TO ATTEND COURSES**

- ✓ Nominations of employees to attend shall be based on an identified need as per the conducted skills audit within the municipality.
- ✓ This shall also be based on the skills gap and also in order to create a suitable skills base pool in line with succession planning and project needs.
- ✓ The most suitable employees shall be nominated for training courses.
- ✓ An employee who fails to attend a course for which they are nominated shall advance reasons, in good time, for such failure, through their department to the Skills Development Facilitator so that substitute/alternative arrangements can be made, if necessary.

### **5. TRAINING RECORDS AND REPORTING**

- ✓ The training component shall keep full and accurate information on the following:
- ✓ This training and development policy document
  - Course statistics
  - Bursary statistics
- ✓ The training component shall compile an annual report on all training activities as soon as possible after 3 June each year, but not later than two months after that date.
- ✓ The training component shall also closely liaise with and annually report to the Local Government Water and Related Services SETA.

### **6. TRAINING INTERVENTIONS**

#### **6.1 INTENT**

- ✓ The council in pursuance of its training vision may make use of various training interventions. Each training intervention must be carefully be selected with regards to applicability, most suitably and cost effectiveness. Interventions must be structured and considered on an annual basis.
- ✓ The following training interventions may be used:

## 6.2 FORMAL TRAINING (Education)

- ✓ This training refers to academic training at recognized educational institution. This shall be done by way of granting officials bursaries from the Bursary Loan Fund as laid down in the applicable by-laws regulating the granting of bursaries. The granting of study loan should be encouraged, within the policy framework, that links career development and succession planning with that of employees. The success rate and fields of study should be monitored and deviations managed timeously.

## 6.3 IN-SERVICE TRAINING (Informal training)

- ✓ This includes all those activities which employees receive directly or indirectly from Council in order to equip them with knowledge, skills and attitudes to enable them to function effectively and efficiently.
- ✓ This shall be done:
  - Internally by training component
  - By the Sector Education and Training Authority
  - Externally by other recognized service providers.
  - Hands on training (functional)
- ✓ In-service training should be result of a need analysis, done on regular basis to identify training needs. Specific courses to cater for such training needs should be identified and presented on an annual basis, in terms of the approved needs analysis conducted.
- ✓ Training courses should be **outcome based** and lead towards higher qualification in terms of the National Qualification Framework.
- ✓ Training courses may categorize as follows, but not limited to:
  - Strategic management
  - Managerial skills
  - Industrial relations
  - Secretarial training
  - Personal and interpersonal skills
  - Communication and computer skills
  - Departmental courses
  - Departmental workshops and seminars

## 6.4 SUCCESSION PLANNING

- ✓ Succession planning should be introduced in all positions to timeously identify and develop candidates to fill vacancies, should such vacancies become vacant. Shortage of internal skills should be timeously acknowledged and contingency plans put in place.

## 6.5 CAREER DEVELOPMENT

- ✓ A career path is a series of successive positions an employee should occupy as they advance in the organizational hierarchy throughout their career. Although

career path are primarily a human resource-planning tool, career development can be used as long range training of key personnel.

#### **6.6 ACCELERATED TRAINING**

- ✓ Accelerated training ensures that identified persons can be skilled in short period of time where a need exist.
- ✓ Provision is made to accommodate high intensity training of staff should a specific need be identified.

#### **6.7 MENTORSHIP PROGRAMMES**

- ✓ Peer to peer training should be encouraged in order to facilitate skills transfer especially for those sought after skills that are not readily available.

#### **6.8 INDUCTION**

- ✓ All new employees and councillors shall be taken through induction training in order to familiarise them with their new work place and ensure that they are equipped for their task at hand.

#### **6.9 LEARNERSHIPS**

- ✓ Learnerships programmes should be occupationally based and when completed should constitute a credit towards a qualification registered in terms of the National Qualification Framework as defined in section 1 of the South African Qualifications Authority Act.
- ✓ Learnership programmes should consist of a structured learning programme and should include practical work experience of a specific nature and duration.
- ✓ Learnership agreements should be entered into as defined in the Skills Development Act.
- ✓ The under mentioned principles will be applicable:
  - Departmental heads must annually motivate the need for learnership programmes within their departments. Such needs should be considered within the comprehensive training and development plan for a specific financial year.
  - Advertisements for learnership programmes should be place internally and externally.
  - Promotion after completion of a learnership may not be granted
  - Candidates for those programmes should be well informed that the obtaining of specific qualification will not quarantined promotion
  - All learnership programmes must be voluntary
  - Council should enter into a contract with such candidates to work back time for the investment made by Council. Such time should be based on working back one year for each year Council has supported a candidate in a learnership programme.



#### **6.10 COUNCIL DEVELOPMENT PROGRAMME**

- ✓ As a result of the needs analysis conducted to establish training needs, development programmes should be implemented to accelerate the development of employees.
- ✓ Development programmes should complement existing courses and should have the purpose of expediting the obtaining of certain required skills.

#### **6.11 AD HOC COURSES**

- ✓ Ad Hoc courses should either be presented at the council or be attended externally where the need exist to complement existing courses.
- ✓ Financial provision should be made on an annual basis, to fund such courses after obtaining motivation and approval.

#### **7. ANNUAL TRAINING BUDGET**

- ✓ The training budget which is submitted annually for consideration, should take into consideration all training interventions to ultimately satisfy the identified needs

#### **8. PROFESSIONAL MEMBERSHIP**

- ✓ Consideration should be given to finance professional membership where such membership is of a compulsory nature and will also benefit Council.
- ✓ Professional membership should be identified annually for consideration in the budget.

#### **9. TRAINING COMMITTEE**

- ✓ A Training Committee is to be established to regulate and consult on all matters regarding training and development.
- ✓ The Training Committee shall consider and report on all training related matters and meet on regular basis.

## **10. TERMINOLOGY**

### **Competence**

The ability to do something or a job properly.

### **Unit Standards**

Registered statements of desired education and training outcomes and their associated assessment criteria.

### **Life long learning**

This concept refers to the concept of an employee furthering their education by continuous learning at any stage of their lives, and obtaining accreditation for such learning through registered academic institutions.

### **Recognition for prior learning**

Giving a person a credit for what they know and can do, even if they did not learn it through a formal learning programme.

### **Training and development**

Training and development both refer to the gaining of skills. Both concepts are regarded as learning experiences.

Training refers to a system attic and planned process to change the knowledge, skills and attitude of the employees in such a way that organizational objectives are achieved.

Employee development is directed mainly at creating learning opportunities and making learning possible within the organization.

### **Education**

Education refers to the formal gaining of knowledge at a registered institution e.g. formal schooling years. Grade 1 to 12 inclusive.

### **Learnership programmes**

Learnership programmes refers to a learning programme where the person spends some time learning theory and some time learning practical skills in a workplace. When completed it will constitute a credit towards a qualification registered in terms of the National Qualification Framework as defined in section 1 of the South African Qualification Authority Act.

### **Accelerated training**

Accelerated training refers to specially designed courses that have a high impact on the acquiring of specific skills. High intensity training is outcome-based training which is done in a short period of time.

### **Mentorship programme**

These training programmes refer to constructed development programmes for identified employees, that would include structured supervision and coaching by another person, preferably within the Council, or related to the type of coaching being given to the employed

### **Succession planning**

Refers to the structured career development of an employee who is identified for a specific position aimed at future appointment, to that specific position. The incumbent to be developed as to be supervised by the incumbent already in that specific position.

**Employee**

Employee means any person, excluding an independent contractor who works for another person or for the state and who receives, or is entitled to receive any remuneration; or

Any other person who in any manner assists in carrying on or conducting the business of an employer. “Employed” and “employment” have corresponding meanings.

**South African Qualifications Authority**

South African Qualifications Authority means the South African Qualifications Authority established by section 3 of the South African Qualifications Authority Act.

**Assessment**

The process which by a learner is evaluated against a set of standards to be competent or not.

**Assessment Criteria**

The detailed standards for measuring and judging a learner’s performance.

**Assessment plan**

A plan of the events of assessment.

**Assessor**

A person who qualified to judge competence by examining the information that has been collected, on a learner in accordance with criteria established for this purpose by a Standard Generating Body.

Employees who have applied for reassessment or who are approaching the end of their probation period of employment or for promotion purposes.

**Candidate**

A person working towards a National Qualification

National Qualification

A nationally recognized qualification made up from unit standards

**National Qualification Framework**

The new national education system that joins together academic, technical, commercial and occupational learning and which is open to all

**National Standard**

The standard of competence required for national qualification

**Outcome**

Proving competence or incompetence, by doing a task (or being unable to do a task) using the necessary knowledge and skills

**Skill**

The knowledge and ability to perform an activity or task well

Standard Generating Body

A body that sets standards in a specific qualification

**Credits**

A value assigned to unit standard. One credit = 10 notional hours of learning.

**Evaluation**

Checking to see whether the intended objective is being reached or not.

**Outcomes**

Proving competence by doing a task using the necessary knowledge and skills.

**11. ACRONYMS**

NQF	-	National Qualification Framework
SAQA	-	South African Qualifications Authority
OBET	-	Outcome Based Education and Training
ABET	-	Adult Based Education and Training
RPL	-	Recognition of Prior Learning
SGB	-	Standard Generating Body
ETQA	-	Education and Training Quality Assurance
ETDP	-	Education, Training and Development Practitioner
NSA	-	National Skills Authority
NTB	-	National Training Board
SETA	-	Sector Education the Training Authority