

TRAINING POLICY.

INDEX.

1. VISION
 2. LEGAL FRAMEWORK
 3. TERMINOLOGY
 4. ACRONYMS
 5. POLICY STATEMENT
 - a. AIM
 - b. OBJECTIVES
 - c. TRAINING AND DEVELOPMENT PHILOSOPHY
 - d. GENERAL POLICY PROVISIONS
 - e. RESPONSIBILITY FOR TRAINING AND DEVELOPMENT
 - i. HEADS OF DEPARTMENT
 - ii. HUMAN RESOURCES
 - iii. MUNICIPAL MANAGER
 6. CERTIFICATION OF TRAINING
 7. NOMINATION OF EMPLOYEES TO ATTEND COURSES
 8. TRAINING RECORDS AND REPORTING
 9. TRAINING INTERVENTIONS
 - a. INTENT
 - b. FORMAL TRAINING
 - c. IN-SERVICE TRAINING (education)
 - d. SUCCESSION PLANNING
-

- e. CAREER DEVELOPMENT
- f. ACCELERATED TRAINING
- g. MENTORSHIP PROGRAMMES
- h. INDUCTION
- i. LEARNERSHIP PROGRAMMES
- j. COUNCIL DEVELOPMENT PROGRAMMES
- k. AD HOC COURSE

10.ANNUAL TRAINNING BUDGET

11.PROFESSIONAL MEMBERSHIP

12.TRAINING COMMITTEE

1. VISION.

The vision of training and development is to:

- Create an environment within which Council employees can realize their full potential to enable them to make a meaningful contribution towards achieving Council's vision.
- Enable Council to implement and execute towards achieving its Human Resources Strategic Objectives.
- Develop skills and competencies in the workplace in so far as;
 - To improve the quality of life of workers and their prospects of advancement within the workplace;
 - To improve productivity by enhancing skills development, employee motivation, capacity building and career path opportunities in the workplace and the competitiveness of Council;
 - To improve the delivery of social services;
 - To make Council a learning institution.

The Constitution of South Africa stipulates in section 195(h), "Good Human Resources Management and Career Development Practices, to maximize human potential, must be cultivated". In light of this the Municipality acknowledge the duty for ensuring that its Human Resources and in specific intellectual property for ensuring that its human resources are developed to the fullest. Education, training and development opportunities must be provided to all".

2. LEGAL FRAMEWORK

The policy and undertaking to train and develop employees is derived from legal requirements and in specific the following Acts:

- The Constitution of the Republic of South Africa Act 108 of 1998.
- The Skills Development Act 97 of 1998.

3. TERMINOLOGY.

COMPETENCY

The ability to do something or a job properly.

UNIT STANDARDS

Registered statements based on 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 credit for what they know and can do, even if they did not acquire it through a formal learning program.

TRAINING AND DEVELOPMENT.

Training and development both refer to the gaining of skills. Both concepts are regarded as learning experiences. Training refers to a systematic and planned process to change the knowledge, skills and attitudes of 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 academic institution e.g. Formal schooling years, Grade 1 to 12 inclusive.

LEARNERSHIP PROGRAM.

Leanership programs refer to a learning program 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 Qualifications Framework as defined in Section 1 of the South African Qualifications 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 programs refer to constructed development programs 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 is to be supervised by the incumbent already in that specific position.

EMPLOYEE.

- Employee means any person, excluding an independent contractor who works for the State and who received, or is entitled to receive, or is entitled to receive any remuneration: or
- Any other person who is in any manner assists in carrying on or conducting the business of an employer. “ Employed” and “unemployment” 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.

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

ASSESSMENT CRITERIA.

The detailed standard for measuring and judging a learner's performance.

ASSESSMENT PLAN.

A plan of the events for the assessment.

ASSESSOR.

A person who is 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 Standards Generating Body.

NATIONAL QUALIFICATION.

A Nationally recognized qualification made 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 a national qualification.

OUTCOME.

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

SKILL.

The knowledge and ability to perform an activity or task well.

STANDARD GENERATING BODY.

A body that sets standards. 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 knowledge and skills.

4. ACRONYMS.

NQF	-	National Qualifications Framework
SAQA	-	South African Qualifications Authority.
OBET	-	Outcomes Based Education and Training.
ABET	-	Adult Basic Education and Training.
RPL	-	Recognition or 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 and Training Authority.

5. POLICY STATEMENT.

We believe that Human Resources are our most important asset and guarantee for an effective organization, and to this end Council recognizes the important contribution that training and development makes, for both effective and efficient service delivery and career development of individuals in Council.

A. AIM.

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

B. OBJECTIVES.

To promote training and development as part of a 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 mission of Council as well as the employee's vision.
- Enabling employees to deal effectively and pro-actively with change and to 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 organization culture so as to or in 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 a succession-planning program.
- By providing job security to competent individuals.
- By providing equitable access and participation in properly structured training and appraisal processes will ensure that every employee's work performance is maximized, and, that his/her potential is fully developed.

C. 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 employees and marginalized groups in line with Council's Employment Equity Policy.
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- Democratic, non-racist and non-sexist training and development practices and values.
- Life long learning through the National Qualifications Framework.
- Effective career paths for employees.
- Mutual understanding and respect as well as recognition of the diversity of council's human resources.
- Quality and cost effectiveness and professional service ethos.

The following Training and Development principles are identified and the policy is geared to ensure that these principles are provided for:

➤ **NEEDS ORIENTATED.**

It is important to align all training and development programs with needs based on post requirements, the tasks to be performed, and based on the performance gaps of the incumbent.

The primary objective is to improve skills, knowledge, attitudes and values. These are to be specific and must at all time indicate what the staff member should be able to demonstrate.

At all times must individual, department needs and Municipality objectives be aligned in order to achieve the maximum.

➤ **OUTCOME BASED ORIENTATED.**

Here the emphasis is on outcomes, i.e. what the employee becomes and understands. The direct aim is to develop analytical thinking, improved attitudes, understanding and mastering skills. The main focus therefore is on the results expected at the end of a learning process, called the outcomes and the processes that will take the employee to these ends.

➤ **COMPETENCY BASED ORIENTATED.**

This is based on the identification of operational training and development needs, emanating from the strategic plan and the objectives of the Municipality. These learning modules, with specific

training and development objectives, can subsequently be combined to determine if the employees met the training and development needs, and if the employees have the competency to apply the skill effectively.

➤ **CAREER PATH TRAINING AND DEVELOPMENT.**

The must be structured in such way that the need to train or develop is to fulfill time-framed objectives of the employee, officials and Municipality.

➤ **ORIENTATION TRAINING.**

Orientation training complements the induction process by exposing the new incumbent to information on his/her total work environment.

Areas that could be included include:

The vision, mission, structures, mandates, systems, procedures and programs available. The role and position of the Municipality in the broader Government Sector must also be included.

D. 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 process of strategic management and policy-making.
 - The training of all other employees must be linked to the emphasis on customer care and service delivery, development and career-paths, access to ABET as well as the Employee Development Program for Council. This training refers to the development program for both unskilled 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
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performance to their duties. To give effect to this the following shall apply.

- Training courses shall be preceded by a needs analysis of both the employee and council's training needs.
- Training objectives shall be clear and specific.
- Course contents 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.

E. The responsibility for the training and development function lies ultimately with Council. The Municipal Manager would be responsible for the implementation of the training and development program. The Manager Corporate Services will be responsible to co-ordinate and promote training and development within Council in consultation with the following:

i) HEADS OF DEPARTMENT.

The heads 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 Departments.
 - To create a favorable climate conducive to the training and development of all employees in their Department.
 - To evaluate the effectiveness of training and development in their Department.
 - Clarify the individual duties with each employee in the department.
 - The Department Head must know what knowledge and skills each employee in the Department must have for the position they occupy.
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- Department Heads must be aware to what extend each employee meets the required work standard.
- Any skills deficiency must be described clearly to form the basis of need specific education, training and development.
- Ensuring that the knowledge and skills gained at courses, conferences, seminars, etc are applied in the working situation.
- Continuously motivating subordinates with regard to their self-development.

ii) HUMAN RESOURCES DEPARTMENT

The department will also be responsible to present certain departmental courses where the need arise.

To compile and consolidate Municipality training reports, and the departmental annual report.

iii) MUNICIPAL MANAGER.

The Municipal Manager must also report monthly by means of the Municipal Manager's report on the extend to which his/her subordinates have fulfilled their duties in respect of training needs attended to.

6. CERTIFICATION OF TRAINING.

The office of the Manager Administration shall issue certificates for employees to employees who successfully completed internal training program.

With regard to courses offered by external training providers, the office of the Manager Administration shall ensure that such training is certificated by such providers for either –

- Attendance of such course or;
- Competency acquired by such course.

7. NOMINATION OF EMPLOYEES TO ATTEND COURSES.

- Nominations of employees to attend courses shall be based on an identified need.
- 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 reason and in no less than 2 clear working days for such failure, through their Manager Administration so that substitute / alternative arrangements can be made, if necessary.
- Employees who fail to attend or fail to give notice of not being able to attend will be disciplined and will be responsible for payment of any expenses incurred.

8. TRAINING RECORD 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 department shall compile an annual report of all training activities as soon as possible after 30 June of each year, but not later than 2 months after that date and the report will be submit to the relevant SETA on due date as determined by the SETA.

9. TRAINING INTERVENTIONS.

The following interventions shall apply and shall be observed in all respects related to training.

A. INTENT.

The Council in pursuance of its training vision may make use of various training interventions. Each training intervention must be carefully selected with regards to applicability, most suitability and cost effectiveness. Interventions must be structured and considered on an annual basis.

B. FORMAL TRAINING (Education).

This training refers to academic training at recognized educational institutions. This shall be done by way of granting officials bursaries.

C. IN-SERVICE TRAINING (Informal training).

This includes all those activities, which employees receive directly or indirectly from Council in order to equip them with the knowledge, skills and attitudes to enable them to function effectively and efficiently.

This shall be done in the following manner:

- Internally by the training department.
- By the relevant SETA.
- Externally by other recognized training providers.
- Hands on training (functional – on the job type).

In service training should be the result of a needs analysis, done on a 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 a higher qualification in terms of the National Qualifications Framework.

Training courses may be categorized as follows, but not limited to:

- Strategic Management.
- Managerial Skills.
- Supervisory Skills.
- Industrial Relations.
- Secretarial Training.
- Personal and Interpersonal Skills.
- Communication Skills.
- Computer Skills.
- Departmental Courses.
- Departmental workshops and seminars.

D. SUCCESSION PLANNING.

Succession Planning should be introduced in all critical positions to timeously identify and develop candidates to fill the vacancies should such positions become vacant. Shortage of internal skills should be timeously acknowledged and contingency plans are put in place.

E. CAREER DEVELOPMENT.

A career path is a series of successive positions an employee should occupy as they advance in the organizational structure throughout their careers. Although career path plans are primarily a human resource-planning tool, career development can be used as long-range training of key personnel.

F. ACCELERATED TRAINING.

Accelerated training ensures that identified persons can be skilled in a short period of time where a critical need exists. Provision is made to accommodate high intensity training of certain staff should such a need be identified. It is a dynamic sharing of work experiences to help the “student” through an accelerated process of career growth.

G. MENTORSHIP PROGRAMMES.

Mentorship programs or coaching programs should highlight a one on one training intervention where the need arises and the need dictates that such programmes should be implemented. These programs are aimed at training and development of the employee on finer aspects of operational matters, by means of direct contact between the mentor and “student”. This is one of the most powerful “tools” available to increase performance in a promising subordinate. Mentorship programs can also be applied for management training, where such training programs is focused at the structured training and development of managerial and business skills on specific management levels, i.e. Municipal Manager, Exco Members, Councilors and Department Heads.

H. INDUCTION.

It is imperative to familiarize newly appointed employees in a formal and structured way to current employees and their immediate physical

environment. Structured on the job coaching should complement the induction activity and should be monitored by departmental heads.

I. LEARNERSHIPS.

Learnership programs should be occupationally based and when completed should constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in Section 1 of the South African Qualifications Authority Act. Learnership programs should consist of a structured learning program 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 programs within their departments. Such needs should be considered within the comprehensive training and development plan for a specific financial year.
- Advertisements for learnership programs should be placed internally only.
- Promotion after completion of a learnership program may not be guaranteed.
- Candidates for these programs should be well informed that the obtaining of a specific qualification would not guarantee promotion.
- All learnership programs 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 program.

J. COUNCIL DEVELOPMENT PROGRAMME.

As a result of the needs analysis conducted to establish training needs, development programs should be implemented to accelerate the

development of employees. Development programs should complement existing courses and should have the purpose of accelerating the obtaining of certain required skills.

K. 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 the necessary motivation and approval.

10. ANNUAL TRAINING BUDGET.

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

11. 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.

12. 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 a regular basis. The main functions of the committee should be the following:

- The determination and regular revision of the execution of the training and development policy.
- Determination of training needs and priorities.
- The evaluation of training and development programs.

The committee also must advise the Municipal Manager on a monthly basis on all training and development activities within the Municipality.

The committee members should include:

- The Municipal Manager.
- Manager Corporate Services / Manager Administration or delegated proxy.
- A councilor head section 79/80 HR Committee.
- A training consultant
- Trade union representatives and/or nominated employees.

APPENDIX A TRAINING AND DEVELOPMENT MOTIVATION

Employees Name: _____

Training Date: _____

Training Course: _____

Training Institution: _____

Cost of Training: _____

Motivation:

Approved: _____ Date: _____

_____ Date: _____

Not approved: _____

Reason: _____

APPENDIX B

MEMORANDUM OF AGREEMENT

To: _____ Copy: _____

From: _____

Date: _____

Subject: **Training Agreement**

This hereby confirms that Thembisele Municipality undertakes to pay ____% towards the
_____ course offered by _____

The Training course includes:-

-

-

Thembisele Municipality and _____ herewith agree on the following conditions for study / training assistance.

1. The Employee agrees to have the advancement deducted from his/her monthly salary over a _____ month period in equal installments without interest starting with the first deduction and the end of _____
2. The Employee agrees to provide Thembisele Municipality with an original invoice from _____
3. The Employee agrees that should she/he voluntarily leave the company's employ within a twelve month period from the completion of this training, then the Employee agrees to immediately pay back the Employer contribution towards the training and;
4. The Employee agrees that in the event the training is not completed or fails the required exams, the Employee will pay back the company the full company contribution towards the training and any outstanding amounts loaned immediately.
5. The Employee is required to keep records of course completion documentation and submit to this to the Employer at completion of course work (as verification)

**THUS DONE AND AGREED TO BY BOTH PARTIES IN THEMBISILE ON THIS
THE _____ DAY OF _____ 200_.**

READ AND AGREED

DATE

READ AND AGREED

DATE

WITNESSED

DATE

CERTIFICATE OF ENDORSEMENT.

Agreement between the Municipality and Employee organization/ Labour Forum.

We, the signatories to this agreement, duly authorized thereto, hereby commit ourselves to the content of this policy on:

The agreement to this policy shall come into effect on the date of endorsement by all parties and shall cease only in the event where such changes / variations has been reduced to writing and been signed by all parties concerned. Unless in the event where any changes in any applicable Act, Legislation or Bargaining Council Main Agreement has jurisdiction to supercede.

For and on behalf of Municipality.

As witness for Municipality.

Date.

Date.

For and on behalf of Union.

As witness for Union.

Date.

Date.
