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**MUNICIPALITY**

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**ABBREVIATIONS**

|  |  |
| --- | --- |
| **ATR** | Annual Training Report |
| **ETD** | Education, Training & Development |
| **ETQA** | Education Training Quality Assurance |
| **SETA** | Sector Education & Training Authority |
| **HRM** | Human Resource Management |
| **LGSETA** | Local Government Sector Education & Training Authority |
| **IDP** | Integrated Development Plan |
| **WSP** | Workplace Skills Plan |
| **PDP** | Personal Development Plan |
| **QC** | Quality Council |
| **QCTO** | Quality Council for Trades and Occupations |
| **RPL** | Recognition of Prior Learning |
| **SDF** | Skills Development Facilitator |
| **NQF** | National Qualifications Framework |

1. **POLICY PURPOSE**
   1. The purpose of this policy is to provide specific guidelines with respect to Education, Training and Development (ETD) practices and procedures within Municipality’s divisions.
   2. Enable divisions to address the skills development challenges by implementing relevant training and development interventions that improve work performance and enhance career path.
2. **POLICY OBJECTIVE AND SCOPE**

The Municipality, Council and employees are fully committed to educating, training and developing all employees within financial resources available. Skills development must:

* 1. Support the achievement of the municipality’s goals set out in the Integrated Development Plan by providing critical skills that ensure the delivery of quality services
  2. Promote the development and retention of competent municipal staff, including the development of technical, professional and specialist employees who have the required qualifications and skills
  3. Support the employment equity objectives of the Municipality
  4. Ensure that skills development is based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace.
  5. Seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducting regular evaluations and improving the impact of learning, training and development
  6. Be designed to support and reinforce other capacity building programmes in the Municipality.

1. **POLICY DEFINITIONS**

**“accreditation”** means a process through which an organisation’s capability to perform or deliver training and /or assessment is recognized and approved by a relevant quality council to fulfil the intended outcomes.

**"annual training report” means** an annual ETD report on all Municipal employees that is developed and submitted within the prescripts of the LGSETA by 30 April every year.; **“assessment”** means a process of gathering sufficient information for evaluating what learners know and can do, this may take place through a number of methods, for example, portfolios, simulations, workplace assessments or written and oral examinations.

**“career pathway”** means a plan you need in order to progress through the learning bands on a chosen career path.

**“education, training and development”** means practices which directly or indirectly promote or support learning. Teaching or designing learning materials or programmes or managing learning institutions or programmes are all examples of such practices.

**“in-house”** means programmes that are presented to employees of Municipality by internal employees regarded and where possible qualified as experts in relevant field.

**“internship”** means a combination of unstructured learning and work experience which may will allow a person to gain knowledge and experience in an occupational competency that may be used as evidence for recognition of prior learning.

**“learnership”** means a combination of structured learning and work experience which may lead to a registered qualification and an apprenticeship will mean the same.

**“recognition of prior learning”** means an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

**“fixed term contract”** means a contract that terminates on the completion of a specific task or project.

**“*succession planning”*** 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.

***“employee”*** means any person employed by Mossel Bay Municipality on a permanent or fixed term basis.

***“talent management”*** means the strategic process of identifying, developing, recruiting, retaining, remunerating, supporting and deploying the talented peopleof an organisationwhilst keeping the objectives of the organisation in mind and creating a working environment where talent can thrive and be productive.

**“Mentoring”** is a relationship in a work environment whereby a more experienced and qualified person in a specific knowledge domain (mentor) helps a less experienced and qualified person (mentee) within the same knowledge domain.

**“Coaching”** is a process performed by a competent coach based on a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level.

**“Workplace Skills Plan”** is an annual ETD plan for all Municipal employees that is developed and submitted within the prescripts of the LGSETA by 30 April every year.; and

**“Organised labour”** refers to SAMWU & IMATU

**“Employer”** refers to XXX Municipality

1. **LEGISLATIVE / REGULATORY FRAMEWORK**

There are several national laws and policies which impact on how an organization approaches education, training and development. The legislation includes:

* Occupational Health & Safety Act, 85 of 1993
* Constitution of the RSA, 108 of 1996
* Basic Conditions of Employment Act, 75 of 1997
* White Paper on Local Government, March 1998
* Employment Equity Act, 55 of 1998
* Skills Development Act, 97 of 1998
* Skills Development Levies Act, 9 of 1999
* Municipal Systems Act, 1999
* White Paper on Post School Education and Training, November 2013
* Continuous Education and Training Act, 16 of 2006
* The Municipality Human Resources Management and Human Resource Plan (2021-2026)

These laws and policies underpin and inform the Municipality’s Education, Training and Development Policy Framework.

1. **POLICY APPLICATION**

5.1 The policy applies to all employees, regardless of their contractual status, that is including employees on permanent and fixed term contracts.

5.2 Some sections of the policy apply to Councillors who may be able to access opportunities of education, training and development during their term of office which are in line with Councillor roles and responsibilities.

5.3 The policy applies to all accredited and non-accredited capacity-building education and training supported by, and/or provided by the municipality. This includes both in-house delivery, as well as provision which take place at other learning sites. It includes full-time and part-time training delivered through, e.g.

* on-the-job training
* learnerships
* apprenticeships
* skills programmes including short courses
* seminars and conferences
* study at formal learning institutions, and
* Other education, training and development interventions.

1. **GUIDING PRINCIPLES**

The following reflects the general policy provisions**:**

* 1. Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training need.
  2. Providers must be accredited in terms of relevant SETA, legislation and government approved institution, where applicable.
  3. Tender procedures and the selection of training providers will be in terms of the Supply Chain Management Procurement Policy, and with due consideration for quality control.
  4. Training that is undertaken will support the principle of capacity building.
  5. Whenever possible, the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework.
  6. Training will be provided based on need and within the municipality’s budgetary constraints

1. **DETERMINING STRATEGIC SKILLS & NEEDS (PLANNING PROCESS)**
   1. **Skills needs analysis:**

***7.1.1*** Municipality’s skills needs, priorities and budgets must be developed once every five years at the commencement of the Integrated Development Planning process and may be reviewed annually.

* + 1. Municipality must conduct a skills needs analysis using programmes or systems determined by the Minister to ascertain the skills needs of employees in respect of their current roles.
    2. Employee’s skills audit must be conducted once every five-years within 24 months from the election of the new council of a municipality.

***7.2* Skills Assessment**

7.2.1 The manager responsible for human resources, the Skills Development Facilitator and senior management should determine the skills needs of the municipality by facilitating an annual assessment that-

* Measures the municipality’s performance against its IDP;
* Identifies the roles that are constraining service delivery, affecting community satisfaction or the efficient and effective internal operations of the municipality; and
* Analyses the performance reviews and personal development plans of staff members employed in critical roles and job categories.

7.2.2 The annual assessment should involve meetings with each division to:

* Evaluate the reasons for poor service delivery and performance by the division, if any.
* Determine whether a lack of skills has contributed to the poor performance.
* Evaluate stakeholder complaints to establish whether poor service is a result of a lack of skills in certain key roles.
* Identify whether these problems are in critical roles and job categories.
* Identify the skills problems and needs associated with these roles

7.2.3 The annual assessment should also involve meetings with Executive Management to present and validate the skills needs.

* + 1. Municipality must develop a Workplace Skills Plan arising from the outcomes of the municipality’s skills needs analysis and the individual skills audits.
    2. The Workplace Skills Plan must be included in the municipality’s Integrated Development Plan.
    3. Municipality must submit a completed workplace skills plan to the LGSETA on 30 April of each year.
    4. Municipality must establish a skills development budget that provides funding for training and development identified in the workplace skills plan.
  1. **Personal Development Plans:**

7.3.1 Municipality must develop personal development plans for every employee.

* + 1. Personal development plans must take into account the skills audit and the requirements of the performance management system.
    2. Each employee is required to link their skills developmental needs to their job description and personal development plan which serves as the basis for the identification of relevant training and development needs
  1. **Identification of Training Needs**
     1. Each directorate will be required to submit training needs or skills gaps once every five (5) years and may be reviewed annually. The final decision to recommend and approve training needs with consideration of the skill gaps within the respective directorate is made by the Executive Management.
     2. Head of Divisions may submit training and development requests based on the needs of the respective division, taking into consideration critical roles, job categories and associated competencies listed in job descriptions and Annexure A of the Municipal Staff Regulations.
     3. The municipality must make a provision in its budget for development and implementation of capacity building programme for a councillor during the term of office of that councillor. The municipal council must develop and adopt a skills development plan and personal development plan prior to any councillor undergoing training. All Councillors need to be afforded opportunities to broaden their skills, and nominations via the Office of the Speaker need to be forwarded to the Training Section.
  2. **Coordination and Prioritisation of Training and Development interventions**

7.5.1 The HRM division will coordinate training and development programmes consisting mainly of short courses, workshops, seminars, conferences, skills programmes, learnerships, apprenticeships, leadership development programmes and regulatory training required by legislation. Report to the senior management on progress relating to the implementation of these programmes.

* + 1. The HRM division will prioritise the development of succession plans and continuity of skills to replace employees who leave and prioritise the retention of talented individuals in those identified roles. Report on the tracking of vacancies, recruitment, retention and succession plans for the identified critical roles and job categories.
    2. The HRM Division will ensure that training is relevant to operations and ensure that ETD programmes are tailored effectively to meet the priorities, goals and objectives of the respective division, Municipality’s Integrated Development Plan as well as municipal strategic objectives. All directorates should set their own priorities for education, training and development.

1. **ATTENDANCE OF TRAINING AND DEVELOPMENT INTERVENTIONS**
   1. Approval of attendance of all training and development interventions will be granted by the Head of Division or his/her delegated authority. Directors will approve the attendance of the respective Head of Division’s attendance. An employee may undergo training that is contained in personal development plan in accordance with WSP priorities.

8.2 Training & Skills Development section will be responsible for coordination of all training and development interventions. Employees will be informed of their attendance once all processes of coordination are finalised.

8.3 Training & Skills Development section will ensure that all procurement processes are fulfilled.

8.4 Group training for employees of 10 or more will be attended or coordinated in- house, except when indicated otherwise.

* 1. All training coordinated and presented through the HR Training & Skills Development section will be conducted as far as possible during official hours from 07H45 – 16H00.
  2. Supervisors must allow their subordinates time off for training, as agreed in training schedules and plans.
  3. Supervisors must make necessary arrangements to transport employees to and from the training venue as well as outside Mossel Bay Municipality boundaries.

1. **LEARNING AGREEMENTS / ACCEPTANCE OF TRAINING**
   1. Employees are required to sign an acceptance form or learning agreements that serves as a commitment by the employee to complete the training and development programme. If an employee accepts the nomination, it is expected of the employee to attend the course. If after accepting the nomination an unforeseen circumstance makes it impossible to attend the course the employee must inform HR (Training & Development) at least two working days prior to the scheduled start date.

9.2 Should an employee not attend or indicate non-attendance prior to training, it may be deemed as fruitless expenditure and the division as well as the affected nominee will be held liable for the opportunity cost resulting from it.

9.3 It is the responsibility of all employees attending training courses to notify the HR Training Section immediately of any perceived deficiencies in the quality of the course materials or in the capabilities of the course facilitators which the employee consider impact on their ability to successfully complete the course.

1. CONDITIONS OF PAYMENT

10.1 The municipality may agree to pay the full amount for, or part of, a staff member learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme as per the Study Bursary Policy, subject to the conditions of the Cost Containment and Travel & Subsistence Policies.

10.2 If the municipality agrees to pay for a learning programme, the municipality must require the staff member to work for the municipality for a reasonable period after the completion of the programme, failing which the staff member must pay back the costs, or part of the costs, associated with the programme and in terms of the relevant policy.

10.3 Despite 10.1 above, if a staff member fails to attend or fails a learning programme, the municipality must rec over the costs associated with the programme after complying with section 34 of the Basic Conditions of Employment Act.

1. **RECORD OF TRAINING AND REPORTING**

11.1 HRM division shall keep all records of employees training and development by means of attendance registers and training files to ensure the availability of full training history.

11.2 In addition, the division will keep and monitor a full record of all expenditure on training and related expenses. The division will provide monthly and quarterly progress report, as required to management, the relevant SETA, Training Committee and Organised Labour.

***11.3*** The Municipality must conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation.

11.4 Supervisors must report annually on progress on implementing employee’s personal development plans and other programmes contained in the workplace skills plan

11.5 Supervisors must ensure that the effect of implementing personal development plans for employees is evaluated.

1. **LEARNERSHIPS, APPRENTICESHIP AND SKILLS PROGRAMMES**

12.1 Learnerships, apprenticeships and skills programmes combine structured learning with structured work experience to obtain an NQF-registered qualification.

* 1. Learnerships is a structured learning programme which includes theoretical and practical workplace experiential learning which leads to an occupationally related qualification registered on the NQF.
  2. Skills programmes is a learning intervention designed and intended to be an occupational based, short term learning programme, which when successfully completed, will constitute credits towards a qualification registered on the NQF. Skills programmes are from 3 days to 3 months and usually have between 20 and 50 credits.
  3. Apprenticeship comprises the integration of workplace and institutional learning and which leads to an occupationally related qualification registered on the NQF.
  4. The Municipality is committed to learnerships, apprenticeship and skills programme which:
* are diverse (i.e. cover a lot of different fields)
* are provided based on organisational needs
* involve partnerships and co-operation between various workplace contexts to provide learners with the necessary work experience
* may be undertaken in any occupational field, not only traditionally technical trades
* integrate education and skills training and will provide a work-based route to a qualification – or build credits towards a qualification
* provide a basis for lifelong learning
  1. The HRM Division shall take all reasonable steps to prepare for implementation of the learnership or apprenticeship programme for employed learners.
  2. The respective divisions must ensure that the workplace is ready for implementation of learnership or apprenticeship and that there is trained mentor who will provide relevant guidance and workplace-learning support for the learners.
  3. Affected employees will be required to sign learnership agreement with both the municipality, training provider and the relevant SETA for the duration of the learnership or apprenticeship. Only accredited skills development training providers will be engaged for the implementation of learnership or apprenticeship programmes.

12.9 In instances where an employee is deemed not yet competent after the first attempt of the trade test, the municipality is committed to assisting such employees on their second and final attempt.

1. **CAREER STREAMING**

13.1 Career streams are vocational pathways along which an employee can move, to promote their own development and the organisation’s capacity. Streams must be developed within the strategic priorities of local government and within its responsibilities for service delivery. Career streams do not necessarily provide “promotion” (upwards), but rather many ways of moving within the organisation.

13.2The Municipality must:

13.2.1 Ensure that education, training and development provision is within identified career streams

* + 1. Assist employees to decide on the career paths they could follow through the Learner Support Programme/Career Guidance workshops
    2. Provide study assistance to permanent employees according to organisational needs, capacity and priorities
    3. Provide study assistance to members of the local community within its financial capacity as part of the social responsibility and with a view to making provision for future needs of the organisation.

1. **RECOGNITION OF PRIOR LEARNING (RPL)**

14.1 Recognition of Prior Learning (RPL) is an assessment process through which learners may be awarded credits for learning which they have already obtained through work experience or some form of prior learning.

14.2 During this assessment learners must show that they meet the learning outcomes in the learning standards for a qualification through demonstrating what they know and are able to do. It is possible to obtain access to the final integrated summative assessment for a whole qualification, or part of a qualification, through RPL.

14.3 RPL assessments are subject to:

* + 1. Operational requirements
    2. Organisational needs
    3. The availability of financial and human resources
    4. Operational constraints
  1. The Municipality is committed to advocating RPL as an accessible and developmental tool for building the organisation and its employees, and recognising the value of the principle of RPL for the development of previously disadvantaged individuals and for equipping all employees with qualifications relevant to their occupational category and level.

14.5 Employees who have the relevant prior experience, but no formal learning/qualification will be afforded the opportunity to undergo RPL.

* 1. Recognition of prior learning assessment shall be conducted:

14.6.1 By service providers that are accredited by the relevant Education and Training Quality Assurance Body; and

* + 1. In line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act, 2008 (Act No.67 of 2008).

1. ***SUCCESSION PLANNING***

***15.1*** The responsibility for implementing succession planning and career pathing rests with the Human Resources Department and the employees themselves. The trade unions should also play a supportive role in the process. Theresponsibility forsuccession planning and career pathing should be seen as a partnership between these parties.

* 1. The responsibilities of the partners in the succession planning and career pathing process are as follows:
     1. **Responsibilities of the Municipality (Executive Management):**

1. Accept the responsibility for the training and development of all its employees
2. Participate in skills training and development on all levels in the organization and commit itself to the implementation and continuous participation in the Succession Planning and Career Pathing programme.
3. 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 on the training budget of the municipality for this funding.
4. Establish and maintain structures, policies and procedures (job enrichment, job rotation, job enlargement, special projects, career counselling, discussion groups, and workshops, assessment centres) to facilitate Succession Planning and Career Pathing within the organization.
5. 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
6. The Municipality may, at its discretion, allow employees to repeat the training and development programs or part thereof, where the employee has not developed the required competency
7. Should consider all applications of employees and motivate with reasons why their applications were accepted or not
   * 1. **Responsibilities of the Unions**

***(i)*** The unions should continuously encourage and motivate their members to participate in training and development programs

1. The unions should play an interactive role in training and development programs and a supportive role in the implementation of Succession Planning and Career Pathing, in particular in assisting with implementation of employment equity.
   * 1. **Responsibilities of Employees**
2. Employees should commit themselves to participation in training programmes so that the process of training and development can succeed and be carried to its full extent.
3. It is necessary that employees make use of these programmes in an enthusiastic manner by voluntary participation, continuous attendance, acceptance of responsibility for personal development, providing continuous positive input etc.
4. Employees must accept the principle that age is of no importance in training and development.

**15.3 Procedure for compiling a succession planning document**

Steps to Compile a succession planning document:

15.3.1 Step 1: Examine Organogram / Staff Establishment

Each year, the Head of Division, together with the Human Resources official responsible for training and development and the shop stewards for that Department, should examine the organogram of the department to establish:

* Which posts are likely to become vacant over the next five years owing to retirements? Provision should also be made forcases ofpossible termination due to the resignations, deaths, dismissals etc.;
* Already vacant posts;
* Identify 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 (this 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.

15.3.2 Step 2: Update Organogram / Staff Establishment

The staff establishment should be revised regularly and must include posts that will be needed and any possible improvements to the current staff organogram.

15.3.3 Step 3: Align employee with organogram / Staff establishment

* The Head of Division should identify possible candidates 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.
* Information on which employees can be earmarked for possible promotion can be obtained from the Skills Audit results.

15.3.4 Step 4: Competency Development Plan

* A competency development plan, to improve the competency of identified employees must be implemented in accordance with all relevant stakeholders, viz. affected officials and elected representative or shop stewards.
* Where there are specialist posts which are expected to arise and which require formal qualifications, employees who haveshown the necessary potential and interest should be offered bursaries (subject to finance being available), or alternatively generally be encouraged to register at a University of Technology or University on a part-time or correspondence basis. All possible assistance and encouragement must be provided to the employees.

15.3.5 Step 5 Training Requirements

* 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 an agreement of career goals with the employee concerned. However, no promises must be made.
* Training courses which the employees are given during this time 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.

15.3.6 Step 6: Acting Positions

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 Division will be able to establish whether the employee has the ability to meet the performance standards set for the post.

***15.3.7*** Step 7 Additional Assistance

Identified employees may 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.

15.3.8 Step 8 Mentoring

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

***15.4 INTERNAL PLACEMENT PROCEDURE***

Officials who are permanently employed by the Municipality may apply to Job Shadow in a different position.

* + 1. The employee will provide two hours of developmental training to the applicant per week
    2. Suitable training times must be agreed upon by the employer and the employee
    3. Employees who embark on the programme are expected to fulfil their normal duties to the employer. No claim may be made for overtime or compensation for functions performed during the developmental exposure period, or expectation or inference made regarding entitlement to the post.

1. **MENTORING & COACHING**

The Municipality explicitly recognize coaching and mentoring as a valuable and valued element of the ongoing capacity building framework and ensures that it is neither confused with nor substituted for supervisory responsibilities arising from the performance appraisal system.

The municipality should prioritise the appointment of employee mentors who are experts in their fields to support structured skills transfer in order to achieve the required specialist and technical skills in respect of priority roles.

**16.1 Mentoring & Coaching Strategy**

Mentoring and Coaching shall encompass of the following elements:

16.1.1 Promote the value of mentoring and coaching at all levels in the municipality.

* + 1. Identification and communication of mentoring opportunities.
    2. Outline benefits for coaching and mentoring to all parties.
    3. Establish ground rules for coaching and mentoring in the municipality.
    4. Timelines for the implementation of the strategy.
    5. Determine time required for coaching and mentoring based on the nature of outputs to be achieved.
    6. Define competency criteria for Coaches, Mentors and Mentees.
    7. Design and provide support to the coaching and mentoring program for relevant role players.
    8. Establish protocols and criteria for matching participants.
    9. Provide support and resources for the development and implementation of the coaching and mentoring strategy.
    10. Allow for the procurement of external networks where necessary to strengthen the program.
    11. Evaluation of the coaching and mentoring program based on the reflections by all involved in the program.
    12. Revision of the coaching and mentoring program based on the outcome of the evaluation.
    13. Recognise and acknowledge positive contributions on the program.
    14. Identify and promote continuous opportunities for coaching and mentoring in accordance with individual and municipality’s requirements.

**16.2 Implementation** of **mentoring and coaching**

The implementation of the coaching and mentoring programme must follow a formalised process and must include the following processes or steps:

* + 1. Identification and nomination of Coaches and or Mentees

Initial identification must be done by Division Heads in collaboration with supervisors. Candidates should have the potential to develop and they should be informed before nomination to ensure that they are interested` and enthusiastic, and realise what the implications of participation in the intervention are.

* + 1. Identification of Coaches and Mentors
* The initial identification must be done by Division Heads or delegated person.
* It is important that participation is voluntary.
* The success of the project rests heavily on the active and positive involvement of the mentors.
* For the mentoring to be successful the mentor should ideally have completed a formal mentor training programme and be more experienced and qualified within the same knowledge domain as the mentee to endure that the mentor gives appropriate guidance to the mentee to perform on a higher level of competence within a specific knowledge domain.
* For coaching to be successful the coach should ideally have completed a formal coaching programme and be more experienced and qualified to enhance performance and learning so that an individual might achieve specific goals and perform at a more effective level.
* The number of coaches and mentees involved in each programme or project shall be determined by the number of available coaches and mentors but must not exceed a ratio of 1:4 at all times.
* A pool of coaches and mentors should be created in each division to establish capacity so that the maximum number of suitable coaches and mentees can be accommodated. The ideal situation is that it will be expected of all managers to be able to fulfil the role of coach and/or mentor, the latter subject to relevant domain knowledge and experience.
* The role of coach and /or mentee must be incorporated within all managerial job descriptions.
  + 1. Training and /or orientation of Coaches, Mentors and Mentees

Coaches and Mentors must go through a training process approved by the Municipality to acquire necessary knowledge to ensure competency as coach and/or mentors. The effectiveness of this phase will assure the success of the interventions. Properly prepared coaches and mentors could contribute to a successful coach or mentor/mentee relationship. An orientation session must be held for coaches and mentees to ensure that they understand the process and their role in it.

* + 1. Matching of Coaches/ Mentors and Mentees

Appropriate matching has been found to be a vital component in the ultimate success of a formal coaching and mentoring programme. Without a suitable match, guidance and supporting role of the coach or mentor will be unobtainable.

* 1. **Programme Development, Implementation and Monitoring**

The Municipality will monitor the implementation of the coaching and mentoring program through the following mechanism: periodic reports submitted by Coaches and Mentors and briefing sessions.

The Municipality will also track success and challenges of addressing the needs of both the coach, coachee, mentor and mentee.

1. **TALENT MANAGEMENT**

The purpose of Talent Management in an organisation is to develop and maintain a pipeline or pool of talented people which will contribute to the effective achievement of organisational goals. Furthermore, Talent Management is a form of staff recognition and development which strengthens the psychological contract, so leading to a more motivated and loyal workforce, increased productivity, innovation, high staff contribution towards Municipal objectives, and retention. It thus directly offers real and tangible benefits of effective knowledge transfer (quality management), realisation of the Municipality's strategy, the delivery of above-standard services, the creation of a competitive edge for the Municipality and reducing its recruitment costs. The attraction, growth and retention of talent are key factors for an organisation such as the Mossel Bay Municipality which is knowledge- and service delivery driven. The process, if implemented correctly, will lead to the Municipality as being perceived as an employer of choice,which is an aspiration stated in the Vision of the Municipality’s HR Strategy and Plan.

* 1. **Talent management strategies and actions** 
     1. Recruitment, Selection and Deployment
* Align required skills, abilities and strengths to job descriptions and the working environment
* Ensure recruits are a good fit to the Municipality (culture, value, diversity and knowledge fit)
* Recruit through head-hunting or graduate hunting
* Ensure recruitment platforms match the type of market the Municipality wants to attract for application to specific posts
* Determine employee strengths and allow them the opportunity to develop these strengths
* Focus on job rotation for exposure and quality management

***17.1.2*** Orientation (On-boarding)

A structured, intensive on-boarding process, in terms of the Induction and Onboarding Policy is important to acquaint the recruit with the values and culture of the working environment, as well as key performance areas of the post and related expectations

* + 1. Organisational Culture (Climate)
* Ensure job satisfaction
* Implement teamwork and relationship building initiatives
* Ensure continuous and valuable knowledge sharing between colleagues and managers (quality management process)
* Create a sense of honesty, transparency and respect
* Ensure line managers have adequately developed interpersonal skills and lead with heart
* Ensure a culture of diversity, acceptance and upliftment.
* Encourage work-life balance
* Drive a high-performance culture

17.1.4 Performance Management

Supply honest, open, constructive, continuous feedback to employees on performance and implement performance improvement programmes (coaching, mentoring, training)

17.1.5 Create a sense of job purpose for the employee - define how the employee contributes to the bigger picture and how the contribution is meaningful

* + 1. Keep employees learning and engaged with colleagues and managers through networking events, professional conferences, external and internal functions

17.1.7 Information Technology and Systems

* Analysing return on investment on Talent Management process and retention statistics
* Online coaching and mentoring processes
  + 1. Other Initiatives
* Motivate senior leadership to buy into programmes
* Developing, coaching and mentoring managers (for retention / training of talented /competent staff)
* Collaborative sessions to review talent and align with skills gaps
* Talent review programmes (evaluate and check consistency of programmes)
* Exit management to know why talent leaves the Municipality

1. **STAKEHOLDER: ROLES AND RESPONSIBILITY**

**18.1 Employer**

18.1.1 Employer’s role is to encourage and facilitate the education, training and development of all employees and councillors in recognition of the strategic importance thereof.

* + 1. Ensuring compliance with relevant legislation and national strategies with regards to the implementation thereof.
    2. Approving (with due consultation) the education, training and development policy, the Workplace Skills Plans, Annual Training Reports and the implementation thereof. Evaluating and assessing results and/or progress.
    3. Providing the required resources as well as the infrastructure for delivery to meet strategic objectives, implementation plans and priorities for education, training and development.
    4. Ensuring that a Committee that monitors and serve as the vehicle for strategic discussion and decision around Talent Management, Succession Planning, Coaching & Mentoring as well as Retention & Scarce Skills issues and challenges in the Municipality is established.
    5. Prioritising the appointment of mentors who are experts in the knowledge domain fields to support structured skills transfers in order to achieve the required specialist and technical skills for priority roles.
    6. Prioritising the appointment of coaches who are experienced and qualified to enhance performance and learning so individuals might achieve specific goals and perform at a more effective level.

**18.2 Heads of Divisions**

The education, training and development of staff are a key performance area for Heads of Divisions. Their role is to proactively participate in the development of their team members and the subsequent monitoring of their progress.

Head of Division is primarily responsible and accountable for:

* + 1. Linking skills development to the priorities of their functions, the integrated development plan and to the outcomes of the performance management process
    2. Monitor skills needs and constraints that have, or may have, a major impact on the achievement of their objectives and report on these during the institutional skills needs analysis process
    3. Develop, report on and review progress with the personal development plans of the individual employee
    4. Provide coaching to and support for the development of their employees
    5. Provide mentoring to employees within their knowledge domain.
    6. Provide input into the content of training programmes, if relevant
    7. Gain coaching and mentoring skills and actively coach and /or mentor where applicable employees who report to them.
    8. Allow their subordinates time off for training, as agreed in training schedules and plans
    9. Actively facilitate the application of learning back on the job.
    10. Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action.

18.2.10Familiarising themselves with the relevant legislation to ensure compliance.

18.2.11All employees within their divisions are given equal opportunities to attend training and development programme.

18.2.12Ensure that transport is made available for employees to and from the training venue.

* 1. **Employees**

Employees should play an active role in the identification of their own developmental needs, and should commit themselves to fully participate in education, training, coaching, mentoring and development programmes to ensure the success of learning interventions.

Their responsibilities include:

* + 1. Actively managing their own development, whether for their current role or for their future career opportunities, based on their personal development plan
    2. Participate actively in skills audits
    3. Developing and reflecting on their personal development plans with their supervisors
    4. Committing to development that coincides with the municipality’s priority skills
    5. Participating actively in all forms of learning, training, coaching mentoring and development which will assist the employee to meet agreed needs
    6. Staying abreast of and apply new knowledge and skills in their field of expertise; and
    7. Provide feedback on the outcomes, effectiveness and relevance of training and development received.
    8. Employees who are unable to attend courses for which they are already registered must inform the HR training section in two days in advance to avoid a no-show penalty by the service provider.
  1. **Trade Unions**

SAMWU & IMATU are acknowledged as stakeholders in the processes of skills development. They should play an active role in consultative forums to represent the interests of their members both collectively and individually with regards to education, training and development.

Their responsibility includes:

* + 1. Informing, encouraging and motivating their members to participate in appropriate education, training and development interventions.
    2. Actively engaging in the consultative forums and processes regarding skills development.
    3. Participate in the development and approval of the Education, Training and Development Policy.
    4. Bring to the HR Division’s attention any concerns that their constituency may have that the policy and process are not being applied properly
    5. Familiarising themselves with the relevant legislation to ensure compliance.
    6. Playing an interactive role in the education, training and development interventions and supportive role in the implementation thereof.
  1. **Human Resources Management**

The Human Resources Division plays a supportive and integrative role with regards to education, training and development.

The HRM is primarily responsible for:

* + 1. Providing systems, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives.
    2. Ensuring that all education, training and development activities and initiatives are aligned with the overall integrated Human Resource Management strategy for the organisation.
  1. **Training and Skills Development Section**

The Training and Skills Development Section within Human Resources plays a strategic, facilitative, consultative and co-coordinative role with regards to all education, training and development interventions to facilitate learning throughout the organisation.

Training and Skills Development Section is responsible for:

* + 1. Facilitating, implementing, monitoring, evaluating and assessing all learning interventions as set out in the policy framework.
    2. Advising and providing guidance to all role players with regards to education, training and development initiatives of a corporate or a functional specific nature.
    3. Ensuring in the development and implementation of the workplace skills plan.
    4. Establishing and maintaining a data base with all relevant information of the education, training and development of any staff member.
    5. Custodian of the Training and Development Policies.
    6. Monitoring and reporting on budgets and expenditure relating to education, training and development.
    7. Liaising and co-operating closely with all relevant parties
    8. Ensuring that the venues are neat, tidy and conducive to learning prior to the start of training
  1. **Education, Training & Development Committee**

The role of the Training Committee is that of a consultative forum for the organisation, primarily responsible for:

18.7.1 Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the organisation.

* + 1. Developing the Skills Development Plans and Reports in accordance with legislative, regulatory and organisational priority requirements.
    2. Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level.
    3. Monitoring and evaluating the implementation of the Skills Development Plans.
    4. A Senior Manager must chair the Committee
    5. The training committee must have equal number of managers and representatives of staff.
    6. The representatives of the municipality should include the IDP Manager, the SDF, the manager responsible for human resources, individual and institutional performance managers and the chief financial officer.
    7. The representatives of staff members must include representatives of the registered trade unions or, in their absence, staff members who are representative of the municipality’s staff as a whole.
  1. **Skills Development Facilitator**

The role of the skills development facilitator are to ensure compliance as per legislative requirements and to act as a link to the LGSETA.

The responsibilities include the following:

* + 1. Development and implementation of the departmental training plan/ Workplace Skills Plan.
    2. Consult the training committee on training matters
    3. Preparing progress reports and Annual Training Report on the implementation of Workplace Skills Plan
    4. Monitor the training budget
    5. Ensure training is coordinated in a well-structured manner
    6. Ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants.
    7. Facilitate communication between Municipality and the LGSETA.
  1. **Chief Financial Officer**

The role and responsibility of the Chief Financial Officer is to ensure that proof is provided to the LGSETA that all funds obtained from LGSETA and the 1% budgeted towards skills development is used for skills development purposes.

1. **MONITORING AND REVIEW**
   1. Management has the responsibility of monitoring the implementation of the policy and to ensure that the policy remains current and fit for purpose.
   2. This policy shall be reviewed as and when necessary, but at least once in two years to ensure alignment with the operational requirements and municipal strategic goals and objectives.
   3. Education, Training and Development Policy shall be read in conjunction with the following policies:
      1. Terms of Reference of Education, Training & Development Committee
      2. Employee Study Aid Policy
      3. Talent Management Framework
      4. Retention & Scarce Skills Policy
      5. Travelling & Subsistence Policy
      6. The Municipality Human Resources Management and Human Resource Plan (2021-2026)