

NORTHERN CAPE  
DEPARTMENT OF ECONOMIC DEVELOPMENT  
AND TOURISM

# Human Resource Management and Development Policies

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## PREFACE

### MANAGEMENT PHILOSOPHY TOWARDS BECOMING A PROGRESSIVE AND DECENT EMPLOYER

## PHILOSOPHICAL OUTLOOK

The management of the organization is based on the African philosophy of ubuntu/botho. Ubuntu/Botho is the "essence of being human"<sup>1</sup>.

We also strive to be a decent employer<sup>2</sup>. In essence it means we must be the employer that:

1. Creates jobs – in our context it means filling all vacant and funded positions within reasonable time.
2. Guarantees rights at work – all worker rights must be respected and promoted in practice. All employees need representation, participation, and laws that work for their interests.
3. Extends social protection – to promote both inclusion and productivity by ensuring that all employees enjoy working conditions that are safe, allow adequate free time and rest, take into account family and social values, provide for adequate compensation in case of lost or reduced income and permit access to adequate healthcare. In this regard Employee Assistance Programmes (EAP) and the child care facilities must be promoted in the department.
4. Promotes social dialogue – we should facilitate organizational structures and processes, including consultation forums, to involve employees in decision-making in the department.

Doing all these and more will position us as the most progressive and decent employer. This should not be an ambition, but a mission we all strive to accomplish.

## GUIDING PRINCIPLES

In positioning ourselves as the progressive organization and decent employer, we will be guided by the following principles:

### 1. A caring organization

We will be an organization valuing its staff and ensuring that they work in conditions conducive for leading satisfied, productive lives both at work and in society.

The employee health and wellness programme of the department, focusing on health promotion, EAP, establishment of child care facilities to assist working parents in child care responsibilities while they are at work and mainstreaming equal opportunities, gender equality and rights of persons living with disability in the department.

### 2. A learning organization

A learning organisation is the one in which " ... people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together".<sup>3</sup>

In this regard our HOD's strong emphasis on building the knowledge economy and management in the department is instructive. The whole idea of the operations room and resource centre must be viewed in this context.

Learning organisation necessarily require free flow and sharing of information in the department. This must be encouraged and information sessions must be held regularly and information posted on the website and intranet for it to be accessible to all who need to use it.

The department's bursary scheme, workplace skills plan (WSP) and Personal Development Plans are key instruments in building a learning organisation.

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<sup>1</sup> Desmond Tutu

<sup>2</sup> Work is central to people's well-being. In addition to providing income, work can pave the way for broader social and economic advancement, strengthening individuals, their families and communities. Such progress, however, hinges on work that is decent. Decent work sums up the aspirations of people in their working lives - ILO

<sup>3</sup> The art and practice of the learning organisation (Senge 1990: 3)

### 3. A fair organisation

Department recognizes that everyone has a right to administrative action that is lawful, reasonable and procedurally fair, and that everyone adversely affected by an administrative action has the right to be given written reasons<sup>4</sup>.

Department subscribes to fairness in employee/labour relations, granting of rewards and benefits, promotions and appointment to posts and general treatment of employees.

A fair organization is one which resolves grievances promptly and fairly and which is consistent in applying discipline in the workplace.

A fair organization is one which is transparent and predictable. In this regard it develops and communicates policies and procedures that apply similarly to all affected persons.

### 4. A rewarding organization

Employees who go extra-mile and are creative/innovative in their work and in doing so they perform excellently and outstandingly should be rewarded for their efforts within the framework of the department's employee performance management and development system<sup>5</sup>.

This system must be implemented fairly and consistently to minimize complaints and disputes.

A non-financial incentive scheme must be devised and approved to reward individuals and teams in a fair and consistent manner.

### 5. A united and diverse organization

Department recognizes that its employees are diverse people, coming from different geographic, ethnic, racial, cultural and political backgrounds, among others. This diversity is the source of strength and must be tolerated.

While we are so diverse, we are united by the vision, mission and values of the department. That is why we say we are diverse and united.

To promote tolerance of diversity department will engage in diversity management programmes and promotion of equality<sup>6</sup> in the department.

### 6. Ethical organization

Department will promote ethical culture and conduct among its employees, to ensure integrity and uprightness.

Policies such as fraud prevention plan and anti-corruption measures will be promoted and all staff will be introduced to the Code of Conduct for the Public Service.

All acts of corruption will be investigated and reported to law enforcement agencies and/or dealt with through the disciplinary code.

<sup>4</sup> Section 33 of the Constitution of RSA Act 108 of 1996 and Promotion of Administrative Justice Act 3 of 2009

<sup>5</sup> EPMDS for levels 1-12 and Chapter 7 of the SMS Handbook

<sup>6</sup> Section of the Constitution of RSA 108 of 1996 and Employment Equity Act



## CONCLUSION

We believe that adhering to these guiding principles will progressively lead to the department becoming a progressive and decent employer, with content and satisfied workforce.

These are the principles that characterize and at once put into action the Batho Pele motto "we belong, we care, we serve". They collectively place a duty on the management of department to 'lift as you rise', both individually and collectively. Stripped of swagger, it means give to others the same opportunities you are given.

LIFT AS YOU RISE!

## VISION

Promotion of Economic Growth and Development in the Northern Cape Province based on DE<sup>2</sup>BS i.e. Diversification, Empowerment, Employment, Business Creation and Sustainable Development.

## MISSION STATEMENT

The creation of an enabling environment for economic growth and economic development in the Northern Cape Province.

## VALUES AND PRINCIPLES

In delivering a service to its diverse clients the Northern Cape Department of Economic Affairs has laid particular emphasis on the following values:

- Learning and Innovation
- Professionalism
- Teamwork
- Trustworthiness
- Integrity
- Honesty

Service delivery in the department is driven by the following principles.

- Batho Pele
- Accountability
- Representativity

4Es (Effectiveness, Efficient, Economy and Excellence)

## LEGISLATIVE FRAMEWORK

This policy is developed to comply and is informed, partly or wholly, by the following legislations, regulations and policy frameworks:

- Constitution of the Republic of South Africa, Act 108 of 1996
- Skills Development Act, 1998
- Skills Development Levies Act, 1999
- South African Qualifications Authority Act, 1995
- Public Service Act, 1994 as amended
- Labour Relations Act, 1995
- Employment Equity Act, 1998
- Public Finance Management Act, 1999
- Public Service Regulations, 2001 as amended
- White Paper on Public Service Training and Education
- Human Resource Development Strategy
- Sector Skills Plans
- The Medium Term Strategic Framework
- Basic conditions of Employment Act of 1997
- White Paper on Human Resource Management and the Public Service



## **CHAPTER 1: TRAINING POLICY**

### **1.1. INTRODUCTION**

- 1.1.1** The Department of Economic Development and Tourism (DEDaT) places great emphasis on the value of its Human Resources. The Training Policy serves to reaffirm the value and importance placed on the human resource in the execution of departmental functions.
- 1.1.2** All training and education initiatives must be given based on the need to support service delivery, work performance and career development of employees in DEDaT. This policy must be read with The Public Service Regulations 2001 as amended, in terms of which all employees should have ongoing and equitable access to training. This policy refers to individuals employed by DEDaT and therefore the training and development activities discussed will have internal focus.
- 1.1.3** Training and development initiatives within DEDaT strive to bring about planned change that involves all employees to ensure that we achieve effectiveness and efficiency, economy and accountability within DEDaT.

### **1.2. AIMS AND OBJECTIVES**

The policy aims and objectives are to:

- 1.2.1** Create a skills base necessary for the achievement of DEDaT's performance and service delivery objectives, career pathing and succession planning.
- 1.2.2** Create a culture of lifelong learning among the employees of DEDaT.
- 1.2.3** Accelerate employee's personal development and skills acquisition.
- 1.2.4** Facilitate staff career development in DEDaT that is geared to support career-pathing and succession-planning.
- 1.2.5** Provide guidance on the training process whilst emphasizing the need for a training environment that is conducive to life-long learning.
- 1.2.6** Provide clear guidelines, norms, standards and a framework for training, development and education of the staff linked to workplace skills plans (WSP) and personal development plans (PDP).
- 1.2.7** To provide training that is needs-driven and aligned to the strategic plan and objectives of DEDaT.
- 1.2.8** To ensure that training interventions are linked to DEDaT's transformation processes.

- 1.2.9 To align the training policy with the overriding integrated Human Resource Policy and plan for DEDaT.
- .2.10 Establish a training climate where all role players accept a shared responsibility for training and education interventions that add value to the employees and DEDaT.
- .2.11 Strive towards enabling and employee to reach and perform at his / her optimal level.
- .2.12 Provide a framework that will guide DEDaT to comply with national and provincial regulations pertaining to public service training and education.
- .2.13 Ensure that training presented with an internal focus, whether by internal providers or external providers, will be appropriate and accessible to all employees of DEDaT.
- .2.14 Ensure equality of training opportunities and access for employees at all levels.
- .2.15 Ensure that all training is directed by training plan that includes a cost / benefit analysis; and
- .2.16 Ensure that all training programmes are coordinated in such a way that they assist previously disadvantaged personnel to overcome obstacles to their development in order to be included in the mainstream of work in the sector.

### **1.3. IMPLEMENTING A TRAINING POLICY**

- 1.3.1 As a matter of rule training needs must be captured in the Workplace Skills Plan and aligned to the personal development plans of the employee, as agreed to during the process of concluding the performance agreements. Training needs of the employees will be captured in their PDP's as agreed to in the Performance Agreements.
- 1.3.2 Employees may request to be enrolled on a relevant training programme, which is not provided for in the PDP but this may be approved if funds permit.
- 1.3.3 Managers may request to enroll their employees on a relevant training programme, which is not provided for in the PDP but this may be approved only if funds permit.
- 1.3.4 A training agency within DEDaT is the HRD Unit, which is responsible for implementation of the training programmes within DEDaT.
- 1.3.5 This policy provides the framework within which training interventions will be executed in DEDaT. The overall purpose of the training policy is to provide guidance, opportunities, and training facilities as well as ensuring financial support to empower the employees of DEDaT through training and development interventions.

### **1.4. CONDUCTING NEEDS ASSESSMENTS**



**1.4.1** To ensure that applicable and appropriate training programmes are entered into, the reasons for requesting training must be investigated. Without knowing exactly what must be addressed, corrected or improved, the possibility of not achieving the desired results is a good likelihood.

**1.4.2** A needs-analysis must be conducted to:

- (i) Define the need;
- (ii) Determine the performance gaps;
- (iii) Analyze the gaps caused by either
  - A lack of knowledge or skills,
  - Unmotivated employees, or
  - Organizational factors (structure, ineffective communication, or management problems);
- (iv) Indicate the training need to be addressed; and
- (v) Evaluate the impact of the intervention.

**1.4.3** On biennial basis a Skills Audit will be conducted to determine the supply and demands of skills in the department. This will inform the WSP.

**1.4.4** The Workplace Skills Plan will be developed and reviewed on annual basis. It will be an authoritative training reference document, linked to HR Plan, Employment Equity Plan and Personal Development Plans.

## **1.5. ENSURING THE PROVISION OF ADEQUATE RESOURCES**

**1.5.1** DEDaT will budget at least 2 percent of its wage bill for training and development, including provision for bursaries every year.

**1.5.2** DEDaT will subsidize the employee's professional membership fees, in part or in full at the discretion of the HOD, for purposes of continued learning, professional development and ethical guidance, provided that the professional association concerned is properly accredited and recognized by South African Qualifications Authority (SAQA) or is created by statute.

## **1.6. MONITORING AND EVALUATING THE IMPACT OF TRAINING INITIATIVES**

**1.6.1** The evaluation of training interventions must address in two aspects:

- (i) **the effectiveness of the training:** to determine whether the training presented was appropriate and applicable to the employee's work situation;



- (ii) **the efficiency of the intervention:** to establish whether the correct methodology was applied; and
- (iii) **Return on investment:** to ensure that training intervention was indeed value for money.

**1.6.2** The monitoring function must be executed during various stages and all role players will be involved to a greater or a lesser extent. The HRD practitioner will mostly be involved during and after the training has taken place, and the manager or supervisor will identify the initial training need and evaluate the progress or improvement after the training intervention.

**1.6.3** Various methods will be utilized to evaluate the effectiveness and efficiency of the intervention; they include questionnaires, projects, exercises, interviews, reports and observations.

**1.6.4** Each participant must submit to immediate manager plans, upon return from training intervention, indicating clearly how the newly acquired skills and knowledge will be implemented in the work place as well as the time frame.

## **1.7. THE CREATION OF A TRAINING ENVIRONMENT CONDUCIVE TO LEARNING**

**1.7.1** The value of training interventions must add value not only to an individual employee, but also add value to DEDaT and ultimately to the public service delivery in general. DEDaT will strive towards a learning organization that will illustrate the following characteristics:

- (i) Employees will continually expand their capacity to create the results they desire;
- (ii) New patterns of thinking will be nurtured, not criticized only because they differ from the average thought processes;
- (iii) Competition will not be the ultimate achievement where collective aspiration could potentially achieve more than individual contributions;
- (iv) Employees of DEDaT will be able to learn together;
- (v) Any training and development activity implemented in DEDaT will take cognizance of the fact that all employees must learn in a manner befitting an adult learner.
- (vi) Employees will be allowed to be independent and self-directing and will not have to rely only on a 'teacher' to be able to acquire new knowledge, skills and attitudes;
- (vii) Employees have vast volumes of experience that will be utilized to facilitate the learning process; and
- (viii) Employees will learn in a task-centered manner that applies to their own work and life.

**1.7.2** Tutorial and material support

- (i) Dead may pay for tutorial classes and study materials at its discretion and in any manner it deems fit, including discretion on beneficiaries it will support in this manner. This should be done within the training budget limits.
- (ii) Dead may pay traveling, subsistence and accommodation costs of the employees attending courses and classes.

## **1.8. ROLES AND RESPONSIBILITIES**

The Public Service Regulations of 1 July 2001, as amended, indicate clearly that employees should have ongoing and equitable access to training geared towards achieving an efficient, non-partisan and representative public service. With reference to the involvement of various role players' responsibilities the following should be noted:

### **1.8.1 Head of Department (HOD)**

The HOD has the following responsibilities towards training and development:

- (i) appoints and designate a senior manager responsible for training and development;
- (ii) ensures that the training and development needs of Dead are identified and training plans are compiled to address identified priorities;
- (iii) supports and ensure that the Skills Development Facilitator is appointed and trained accordingly;
- (iv) creates a conducive environment for the development and implementation of the Workplace Skills Plan;
- (v) ensures that the annual report on the implementation of the WASP is signed before it is submitted to the SETA;
- (vi) ensures that sufficient funds are available for the training of DEDaT's employees at all levels;
- (vii) enter into a learner ship agreement with the training and education provider and the learner / employee;
- (viii) may grant financial assistance for studies and training through training interventions such as short courses, bursaries, congresses, symposia, seminars, conferences, workshops, lectures and study tours;
- (ix) grants bursaries for higher education to serving employees; and



- (x) Includes in the managers performance agreements, their accountability for the training and development needs of their staff and the attainment of those needs.

### **1.8.2 Managers**

Training is essentially a management function and responsibility. Executing these management functions, at all management levels, will include the following responsibilities:

- (i) attend to the management of all human resources matters in their components;
- (ii) ensure that training and development needs of all occupational groups in their component are identified;
- (iii) avail themselves as mentors and coaches to impart knowledge and skills; and
- (iv) Ensure that managers reporting to them will address the training and development needs of the employees in their components and provide them with regular reports to this effect.

### **1.8.3 Direct Supervisor**

Responsibilities of supervisors include:

- (i) Assessing the work performance of employees and then in cooperation with the employees, determine what their training and development needs are;
- (ii) Undertaking similar activities as described for managers in 1.8.2 above at operational level in the day to day management of their subordinates in cooperation with the manager;
- (iii) Evaluating the work performance of their subordinates against set objectives and determine the ensuing training and development needs;
- (iv) Co-operating with individual employees in compiling work plans against which the subordinate will be assessed and indicate the development areas that need to be addressed; and
- (v) Supervisors will enable the provision of training opportunities for employees under their supervision and control in accordance with the training plan compiled for their directorate and specific occupational group.

### **1.8.4 Employees**



The primary responsibility for an individual's training and development lies with the employees themselves and in this regard employees should;

- (i) Endeavour to participate in all skills development activities in the workplace;
- (ii) take note that great emphasis is placed on the value of striving towards a well trained and optimally developed workforce;
- (iii) ensure that their own training needs are aligned to career opportunities in the department in particular, and public service in general;
- (iv) recognize their role in self-development through continued training and development; and
- (v) Accept the responsibility to utilize all measures and channels available to them to address their training and developmental needs whilst being employed by the department.

#### **1.8.5 Division: Human Resources Development (HRD)**

##### **(a) The role of the HRD Division or Unit is to:**

- (i) Conduct skills audit;
- (ii) Manage training and development resources;
- (iii) Manage the bursary scheme in terms of the bursary policy;
- (iv) Develop and implement the Workplace Skills Plan aligned to PDP's and Employment Equity;
- (v) Participate in HR Planning processes to ensure that training and development needs are integrated in the HR Plan;
- (vi) Development and implement the HRD Implementation strategy or plan;
- (vii) Report to various authorities, i.e. senior management, sector education authorities etc, about WSP and other training issues;
- (viii) Conduct or manage induction and orientation programmes of the department.

##### **(b) Skills Development Facilitator (SDF)**

- (i) The SDF will be the Deputy Director: HRD, appointed in terms of the Public Service Act and regulations;
- (ii) He / she will have the functions as indicated in (a) above and also contained in his / her job description.

### 1.8.6 Training priorities

- (i) **Adult Basic Education and Training:** with the main aim of assisting employees to acquire a Grade 12 or equivalent certificate. This will unlock the employee's potential and allow them to take opportunities of further academic and career development;
- (ii) **Performance Management and Development System:** priority will be given to training needs agreed to in the PDP's / PMDS agreements and to link training with performance management;
- (iii) **Fast-tracking / Mentorship programmes:** employees with potential will be identified in the normal course of things and will be placed on mentorship or fast-tracked training programmes to enable them to compete on equal footing for the advancement opportunities available within the department;
- (iv) **Induction and orientation programmes:** all employees will be taken through two levels of induction: general induction into the public service and special induction into the particular work environment. First part is the responsibility of HRD unit, who carry out the Public Service Induction Policy, and the second part is the responsibility of the directorate / section concerned.

## **1.9. THE WORKPLACE SKILLS DEVELOPMENT COMMITTEE (WSDC) / TRAINING COMMITTEE**

### **Terms of reference for the committee**

The Workplace Skills Development Committee or Training Committee will be established as provided for below, either as a standalone or part of broader HR Committee:

#### **(a) Functions of the Committee**

The Committee will generally have the following functions:

- (i) be a consultative forum on training and development issues within the department;
- (ii) assist to compile the WSP, in compliance with this policy and other regulations;
- (iii) advise on alignment of the WSP to departmental strategic plan, HR Plans, Employment Equity and Personal Development Plans;
- (iv) assist to compile the HRD implementation plan of the department;
- (v) review annual training report and recommend its approval to HOD

#### **(b) Composition of the Committee**

The Workplace Skills Development Committee shall consist of:

- (i) Head of Corporate Services, as chairperson.
- (ii) Deputy Director: Employee Relations and Management.
- (iii) Deputy Director: HRM
- (iv) A representative from each Directorate
- (v) Employee representatives – one from each union in the department.
- (vi) The Skills Development Facilitator as the secretariat, coordinator and advisor.

### **Administrative matters**

- (i) The HOD shall ratify the names of officials appointed to serve on the committee.
- (ii) Stakeholders must indicate their willingness to serve on the committee in writing.
- (iii) Should a member wish to resign or withdraw they must do so in writing.
- (iv) The committee may choose to co-opt specialists onto the committee should they deem it necessary.



- (v) The committee shall be appointed and function for a period of two years.
- (vi) The committee shall meet on a quarterly basis.
- (vii) The committee shall, through the chairperson, report directly to the HOD.



**P.M. SEBOKO**

**HOD: DEPT OF ECONOMIC DEVELOPMENT  
AND TOURISM**

13 February 2013

**DATE**



**J. BLOCK, MPL**

**MEC: FINANCE, ECONOMIC DEVELOPMENT  
AND TOURISM**

13 February 2013

**DATE**