



**KWAZULU NATAL
PROVINCIAL TREASURY**

CAREER MANAGEMENT POLICY


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1. INTRODUCTION

The Constitution of the Republic of South Africa, 1996, as well as other government policies regarding the transformation of human resources management (HRM) practices all focus on the need for the development of career management practices in the Public Service. According to Section 13.1 of the White Paper on the Transformation of the Public Service, the development of effective and life-long career development paths for all public servants should be undertaken as part of strategic framework for effective human resource development (HRD). Furthermore, Section 5.10 of the White Paper on Human Resource Management in the Public Service provides that career management procedures, linked to performance management system should be developed based on specific principles.

2. PURPOSE

To provide a framework for the KwaZulu-Natal Provincial Treasury to set up programmes aimed at managing the careers of employees within the department.

3. OBJECTIVES

- 3.1 To assist employees to assess their own strengths and weaknesses and internal career needs;
- 3.2 To assist employees to improve their performance in order to enhance organizational efficiency and effectiveness thereby improving service delivery;
- 3.3 To clarify available career options by providing information on various career paths and alternatives within the department.
- 3.4 To align the aspirations or goals of employees with departmental strategic objectives.

4. APPLICABILITY

This policy is applicable to all KwaZulu-Natal Provincial Treasury employees who are employed in terms of the Public Service Act No. 103 of 1994 as amended.

5. PRINCIPLES

This policy subscribes to the principles contained in Chapter 10 of the Constitution of the Republic of South Africa, 1996:

- 5.1 Efficient economical and effective resources must be promoted;
- 5.2 Public Administration must be development orientated;
- 5.3 Good human resource management and career development practices, to maximize human potential must be cultivated.

6. AUTHORISATION

- Constitution of the Republic of South Africa, (Act 108 of 1996);
- Public Service Act, 1994, as amended;
- Public Service Regulations, 2016
- Labour Relations Act, (Act 66 of 1995) as amended;
- Employment Equity Act, (Act 55 of 1998);
- Skills Development Act, (Act 97 of 1998);
- Promotion of Access to Information Act, 2 of 2000
- Promotion of Equality and Prevention of Unfair Discrimination Act, 4 of 2000
- White paper on the Transformation of the Public Service; and
- White Paper on Human Resource Management

7. DEFINITION OF TERMS

7.1 CAREER PLANNING

This is the process undertaken by employees and supervisors. The employee is responsible for self-assessment, identifying career interests and development needs. As part of self-assessment the employee analyses his or her skills and experience as well as his or her strengths and weaknesses. The assessment process assists the employee in determining career related goals for which action plans are determined, directed at attaining these goals.

7.2 CAREER PATHING

Based on the career expectations identified in the process of career planning, possible career paths are mapped out for employees. Career paths set out a sequence of posts to which employees can be promoted, transferred and rotated. Each employee could have a multitude of career pathing options.

7.3 CAREER DEVELOPMENT

This is a formal, structured sequence of activities offered by an organisation to an employee for the purpose of increasing his/her awareness, knowledge or capabilities affecting the direction and progression of their careers.

7.4 CAREER MANAGEMENT

It refers to the shared responsibility of the employer and the employee. The individual is primarily responsible for taking control of his or her career, while, the employer has a supportive role.

7.5 CAREER GOAL

A career goal is a desired career-related outcome that a person can direct his/her efforts towards in a relatively focused manner.

7.6 GENERIC ASSESSMENT FACTOR (GAF)

An element used to describe and assess aspects of performance, taking into consideration knowledge, skills and attributes.

7.7 PERFORMANCE AGREEMENT

A document agreed upon and signed by an employee and his/her supervisor, which includes a description of the job, selected Key Result Areas (KRAs) and GAFs, a workplan and the employee's personal development plan.

7.8 PERSONAL DEVELOPMENT PLAN

The Personal Development Plan outlines the developmental needs of the employee(s) including time lines set out to achieve the needs identified.

7.9 MENTORING

Mentoring is a process of providing information, advice and support by a senior or more experienced manager or by a specialist to develop a junior member.

8. ROLES AND RESPONSIBILITIES

8.1 HEAD OF DEPARTMENT

The Head of Department is accountable for –

- 8.1.1 Cultivating a climate that promotes development; and the allocation of sufficient resources to develop employees to meet the strategic objectives of the Department.

8.2 DIRECTORS

Directors are responsible for –

- 8.2.1 identifying scarce and critical skills within his/her respective component in consultation with the Manager: Human Resource Management/Development;
- 8.2.2 providing timeous performance feedback;
- 8.2.3 participating in career development discussions with his or her employees;
- 8.2.4 supporting employee development plans;
- 8.2.5 motivating employees to enhance their competencies and thereby their performance in relation to the goals of the department;
- 8.2.6 developing possible career paths for employees to discourage them from considering alternative employment;
- 8.2.7 empowering employees through effective delegation; and
- 8.2.8 ensuring effective coaching and mentoring of employees.

8.3 HUMAN RESOURCE MANAGEMENT & DEVELOPMENT

The Director: Human Resources is responsible for ensuring the –

- 8.3.1 identification of Human Resource Development needs (training needs, critical and scarce skills) through a skills audit;
- 8.3.2 development of Human Resource Development Strategy;
- 8.3.3 monitor implementation of the career management policy;
- 8.3.4 executing exit interviews aimed at eliciting opinions on specific reasons for exiting employment with regard to career management; and
- 8.3.5 incorporating identified training needs into the training and skills development planning and implementation processes of the Department.

8.4 SKILLS DEVELOPMENT FACILITATOR

The Skills Development Facilitator must –

- 8.4.1 implement the career management policy in a consultative manner;
- 8.4.2 implement career management programmes;
- 8.4.3 provide career guidance, counseling and awareness programmes;
- 8.4.4 empower managers/supervisors on career management; and
- 8.4.5 establish a resource centre on career opportunities;

8.5 SUPERVISORS

Supervisors are responsible for –

- 8.5.1 ensuring that each employee completes a personal development plan, identifying all training and development needs;
- 8.5.2 keeping informed of career opportunities within the respective occupation and how best to assist employees to meet these aspirations;
- 8.5.3 assisting employees with training opportunities to enhance competencies for their current job, as well as, their future careers;
- 8.5.4 Facilitate development assignments (aligned to PDP) with the necessary support and mentoring.

8.6 INDIVIDUAL EMPLOYEE

Employees are responsible for –

- 8.6.1 completing personal development plans in consultation with their supervisors;
- 8.6.2 understanding their respective job related competencies (i.e. knowledge, skills, attitudes);
- 8.6.3 their own career planning by informing themselves and gathering information on training and development opportunities relating to their career aspirations (current and future) and of their environment; and
- 8.6.4 facilitating their learning and self development.

8.7 ORGANISED LABOUR

Organised Labour is responsible for –

- 8.7.1 actively taking part in any consultation with regard to career management policy or issues.

9. THREE PHASES OF CAREER MANAGEMENT

The process of career management in the KwaZulu-Natal Provincial Treasury will be carried out in the following three phases:

9.1 PHASE 1: CAREER PLANNING

In Career Planning the employee has a responsibility to gather information about themselves and the environment. This awareness of self (personal skills, interest and knowledge) and the environment will lead the employee to a deeper sense of self and an understanding of both opportunities and constraints present in the environment. This awareness can lead the individual to set or revise career goals in their career action plans.

9.2 PHASE 2: CAREER DEVELOPMENT

- (i) Career Development from the perspective of the KwaZulu-Natal Provincial Treasury as the employer refers to a planned effort to align the individual's career needs with the requirements of the Department.
- (ii) A Personal Development Plan is an annual written schedule or action plan that addresses employee development goals and organisational objectives. It provides the opportunity to jointly identify training needs in line with knowledge, skills, attributes and experience which must be gained in order to support individual development and to enhance employee competence to improve job performance and career progression. The competence gap may also relate to any of the GAFs included in the EPMDS.

A Personal Development Plan outlines the following:-

- (a) the specific gaps that the training must address;
- (b) the type of training required to meet the skills gaps; time-frames and costs of the

training ; and

- (c) interventions relating to the technical or occupational “hard skills” of the job, through e.g. appropriate training interventions, on-the-job training, expanded job exposure, and job rotation.

It is intended that Personal Development Plans (PDP’s) be reviewed on an annual basis, prior to the skills audit process.

9.3 PHASE 3: CAREER PATHING

- (i) Career pathing is informed by the career goals set by individuals during the career planning phase and the career development opportunities available to employees in the Department.

10. CAREER DEVELOPMENT PROGRAMMES

The following relate to programmes within the domain of Career Management which may be implemented within the department.

10.1 Adult Basic Education and Training

It is a learning programme for employees within the department who do not possess a National Senior Certificate. It is aimed at addressing illiteracy within the department.

10.2 Bursary Scheme

It is a long term developmental programme that funds employees who want to pursue studies for career advancement purposes.

10.3 Cross Training

You can learn a lot by walking in someone else’s shoes. Cross training happens when two or more employees spend time learning each other’s job duties. It is used to help fulfill an individual’s career goals or an organization’s need. Cross training is temporary and does not involve the re-assignment of an employee.

10.4 Coaching

Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations.

10.5 Career planning workshops

This is individual and/or group activities aimed at self-assessment experiences and getting to know one's own skills, interest and values.

10.6 Individual Training

To ensure that employees are trained in accordance to the training needs identified on their Personal Development Plan.

10.7 Job Rotation or Job Swaps

A rotation is an assignment to another position in the same or similar field of work, usually within the same work unit. This could broaden your skills and enhance your versatility. During swaps, people remain in their existing positions, but they exchange responsibilities with another employee for five days.

10.8 Learnership

A learnership is a formal agreement of structured learning and work experience between an organization and a learner, leading to a formal qualification.

10.9 Learning Networks

Groups of people who use different interactive communication networks to learn from each other, at the same time, place and pace that best suits them and is appropriate to the task.

10.10 Mentoring

Mentoring is a relationship between a learner (protégé) and workplace role model (mentor); providing support and encouragement to a learner to achieve greater efficiency, productivity and effectiveness within an organization.

10.11 Secondment

A secondment is temporary assignment that could enhance your career development objectives and fulfill an organizational need. One could be seconded to another area within their department or to another department.

10.12 Succession Planning

This is a Senior Management level programme aimed at developing a pool of people capable of stepping into an existing job. The objective of this programme is to provide learning experiences which facilitate changes in thinking and perspective.

11. CODE OF REMUNERATION (CORE)

- 11.1 The CORE provides guidance in respect of a promotional structure of occupational groups. Line Managers may use the guidelines to determine job requirements and competency profiles for posts on their establishments. Moreover, career path possibilities are provided.

Further provisions relate to career pathing opportunities for those employees in major occupational groupings. The CORE also provides guidance on employee needs to be able to progress in terms of competencies and learning indicators.

- 11.2 The CORE provides a common understanding of the requirements for job effectiveness identifies developmental opportunities and provides a route map for employees to plan their careers using Personal Development Plans. The CORE further eliminates the disjunctions between unskilled and skilled jobs. Consequently, unskilled occupations can be linked with skilled ones in the same functional field, thereby enhancing possible horizontal transfer and vertical promotion opportunities.
- 11.3 Horizontal and vertical mobility between COREs' are further enhanced by the fact that some occupational classes have been provided for in more than one CORE. Career path possibilities are also provided between different COREs, between different occupational groups in the same CORE and within major occupational groups in the same CORE. In summary, employees can progress or move to another major occupational group contained in each CORE.
- 11.4 These guidelines on required competencies can be used with success by Line Managers during the process of career planning and the development of sensible career paths. Line Managers must, however, ensure that employees understand that the framework provided through the CORE on career paths is not to guarantee promotion (the Department's Recruitment and Selection Policy applies to all promotion posts), but to ensure that opportunities and requirements for advancement should be defined and broadly understood.
- 11.5 One of the objectives of the CORE is to facilitate the development of career paths. There are two different perspectives to career pathing, namely a personal and an employer perspective. The employer could use the CORE as part of the human resources planning process to determine what the required competencies will be at a particular level, and what competencies employees will need to function at a particular level. The employee's personal development plan can then be structured by using the information contained in the CORE.
- 11.6 It should be accepted that an individual employee's development goals and that of the employer might differ. The individual employee can determine what he/she will have to do

in terms of personal development to fulfil his/her aspirations. Such a decision can be assisted by analysing the information contained in the CORE in terms of the required competencies as indicated per level in the CORE.

12. IMPLEMENTATION OF CAREER MANAGEMENT

12.1 Upon approval from the Head of Department the Career Management Policy for the KwaZulu-Natal Provincial Treasury should be work-shopped to employees, communicating clearly the process and responsibilities contained therein.

12.2 Supervisors and Managers must ensure that Career discussions are held with employees at the beginning of each performance cycle during the development of their performance agreements. Personal Development Plans must be completed as evidence of these discussions. Furthermore, quarterly performance reviews discussions must include feedback regarding the career discussions held with the employees.

12.3 The Department may also hold career days inviting academic institutions, occupational experts to orientate employees on learning opportunities and introduce them to various career classes.

13. DISPUTE PROCEDURE

Any dispute arising from this Policy shall be dealt with in terms of dispute resolution procedures as provided in Labour Relations Act, as well as the PSBC Resolution. Any unauthorized deviations and irregularities shall be dealt with in terms of the Departmental Code of Conduct.

14. MONITORING, EVALUATION AND REVIEW

The Directorate: Human Resources and Development is responsible for the development and ongoing monitoring thereof. Any inputs and amendments to this policy must be directed to the **Director:** Human Resources.

15. COMMUNICATION

The directorate: Human Resources is responsible for communicating this policy to all employees within the Department.

16. CONCLUSION

The KwaZulu-Natal Provincial Treasury values employees who are willing to devote themselves to a career within the Department and will therefore provide opportunities within the parameters of the department to develop individual skills and abilities.

