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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
ROADS AND TRANSPORT

HUMAN RESOURCE DEVELOPMENT

POLICY

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1. PREAMBLE

ETD initiatives form an integral part of this Department's strategic imperatives. They ensure the sustenance of intellectual capital that is vital in ensuring future prosperity of the Department, quality service delivery, competitiveness and the achievement of the Department's vision and mission. It is therefore of critical importance that all employees are developed to their full potential. Education, training and development are viewed as an investment and will ensure that the Department has the required skills to satisfy its customer needs. All employees, irrespective of disability, gender, race, culture, tribe, age, creed, educational level, seniority or status, will have access to the ETD initiatives contained in this document as structured in the Department's HRD Curriculum.

This policy is informed and based on the Skills Development Act of 1998, the Skills Levies Act of 1999, the South African Qualifications Authority Act of 1999, as well as the National Skills Development Strategy (NSDS).

The Department's ETD interventions will be needs based and guided by the Workplace Skills Plan derived from each employee's Personal Development Plan (PDP), the Department's strategic objectives and service delivery priorities.

2. POLICY OBJECTIVES

The ETD policy strives to achieve the following:

To entrench a culture of learning in the Department by training, developing and retraining employees.

To provide employees with job specific competence and to further assist them to progress along chosen career paths through succession planning and mentoring programmes.

To enhance employees' job performance in order to meet or even exceeds performance management system requirements.

The Head of HRD shall have the responsibility and authority for managing the HRD Sub-directorate and shall assume a line relationship with employees attending a training intervention at the training centre or elsewhere.

To encourage formal and informal learning (i.e. education, training courses, seminars, conference, workshops, practical training, mentoring, coaching, on-the-job training, etc.

To support the Employment Equity (EE) and Affirmative Action (AA) initiatives of the Department as spelled out in Equity Plan.

To provide opportunities for Adult Basic Education and Training (ABET), and Leadership and Management Development Programmes.

To supplement tertiary education, training and research by accommodating students for practical training and to promote and create awareness of the Department's core functions to the pupils and students.

To promote, encourage and support professionalism and registration by employees with professional organizations/institutions.

To align the ETD initiatives and the Workplace Skills Plan of the Department with the provisions of the Skills Development Act of 1998.

To conform with national standards as determined by the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA) and to ensure portability of qualifications.

To ensure participation in activities of the Sector Education and Training Authority (SETA) and Standard Generation Body (SGB).

In case of retrenchment or redundancies HR shall develop social plans to train such officials.

3. HR TRAINING STRATEGY

The Departmental Human Resource Development Strategy shall be developed.

4. ETD CATEGORIES

ETD initiatives will cover the areas that are core to the functioning of the Department. The HRD Curriculum for the Department will cover the following:

Induction Programme

An induction programme shall be coordinated and facilitated by the HRD Sub-directorate to all new employees.

Mentoring Programmes

The Departmental mentoring programmes shall be developed.

On-the-Job Training (OJT)

To supplement and support formal learning in the workplace, the on-the-job training approach should be adopted and encouraged. Line Management should encourage and monitor that such training takes place as it encourages knowledge sharing and skills transfer. The more knowledgeable or skilled employees i.e. competent employees, should be encouraged to train, coach and even mentor supervisees and/or colleagues. This intervention will be guided by the employee's PDP. The positive sin-offs of on-the-job training are:

It maximizes the transfer of training and motivates employees as what they learn is relevant and can be applied immediately in their jobs.

4.3.2   The employee acquires skills quickly as (s) he learns by doing, i.e. hands –on

4.3.3 Newly appointed employees benefit through on-the-job training as they get more quickly acquainted with how they are expected to perform their jobs.

4.4 Administration and Information Technology

4.4.1 Computer Literacy

Computer skills are critical in the workplace. It is important that all employees whose jobs require them to be computer literate, be trained and retrained on an on-going basis. Training needs in this regard will be identified, supported and motivated by relevant managers. HRD shall liaise with the IT sub-directorate to ensure that training in this field is enhanced and aligned to the technological changes in the IT field. Training on other packages shall be outsourced where necessary and shall be determined and motivated by line management.

4.4.2 Administration and Secretarial

Secretarial and Administrative training will be offered to enhance job performance and will be subject to motivation by line management.

4.5 Leadership and Management Development Programme

The quality of leadership in the Department should be that, which is able to lead, manage, energize, regard good performance and sustain Departmental service delivery.

Therefore it is imperative to ensure that those in leadership positions are equipped with the technical, conceptual and contemporary leadership skills to keep abreast of modern business management principles.

The Leadership and Management Development Programme will be developed and facilitated in partnership with a credible and renowned service provider. The aim of the programme will be to capacitate leaders and managers, whose leadership capabilities will introduce, continuation/one sentence champion and entrench a new organizational culture and continuously encourage employee participation, innovation and continuous improvement (Kaizern).

The identified critical skills are:

4.5.1 Project Management
4.5.2 Diversity Management
4.5.3 Strategic Management
4.5.4 Team Leadership
4.5.5 Transformational Leadership
4.5.6 Business and Financial Management
4.5.7 Mentoring and Coaching, etc.

All levels of management in the Department will be trained to ensure development occurs at all levels.

Internal management and leadership courses will be developed and facilitated but the HRD sub-directorate to cover other aspects of Team Leadership (commonly known as Supervisory Development). The services of the South African Management Development Institute (SAMDI) will also be utilized as and when a need arise.

4.6 Adult Basic Education and Training (ABET)

ABET forms the basis for further training and development for those who missed-out on the opportunity to obtain elementary and high school qualifications. The programme will equip the learners with reading, writing, numeracy, life skills and verbal communication in English. There are 4 ABET levels, and on completing all the levels a learner can pursue tertiary education at any learning institution.

4.6.1 Assessment

Before a learner is placed in any level (s)he will be assessed using a validated and reliable tool. This will ensure that learners are placed in correct levels. On completion of each level the learner will write an examination set and moderated by the Independent Examination Board (IEB).

The HRD sub-directorate will coordinate and facilitate the ABET programme. Thus all names of employees willing to participate in the programme will have to be forwarded to the HRD sub-directorate.

4.7 Occupational Health and Safety Training

The HRD sub-directorate will support and coordinate Occupational and Health and Safety training interventions. The Health and Safety Committee and the designated employee will advise the HRD on the training needs. Training will be offered and facilitated by the designated employee. Other training will be outsourced when necessary.

4.8 HIV/AIDS Awareness Training

HRD will support and coordinate the HIV/AIDS Awareness training interventions, in conjunction with the designated person(s) and components.

4.9 Training for Service Workers (Traffic Officers, Road Safety Officials and Drivers)

HRD shall support and co-ordinate training for the above specialized services rendered by the Department. The designated personnel and components shall be consulted for the facilitation of training in this area, and if need be, training in this area shall be outsourced.

To enhance effective facilitation and co-ordination of training at the Departmental college, there shall be a close and intimate relationship between HRD and the College for the purpose of ensuring compliance with the National Skills Development Strategy (NSDS) and the relevant legislations.

4.10 Practical Training for Students

All practical training programmes shall be co-ordinated and managed by HRD in consultation with other departments as directed by the Provincial Human Resources Development Strategy. Training Programmes from Feeder institutions shall be provided for each discipline by HRD for the respective departments/divisions to structure learning process. Students shall be contracted for the period commensurate to the Learning Programme as supplied by the Feeder Institution. Mentors shall be assigned to students and reports shall be submitted on a monthly basis to HRD as regulated in the Policy on Internship and Appointment of Temporary Employees.

The practical training interventions shall fulfill the following objectives:

4.10.1 To assist students in partial fulfillment of their qualifications as directed by the learning programme.

4.10.2 To expose students to the working environment in order to prepare them for the long term demands of their careers.

4.11 Technical Training

HRD shall support and co-ordinate this type of training in conjunction with the designated personnel/component.

If need be, this type of training will also be outsourced to foster effective performance of the affected employees.

4.12 Training for Small Micro-Medium Enterprise (SMME)

As a Departmental social responsibility in terms of the NSDS, training for SMME(s) will be supported and co-ordinated by HRD in consultation with the relevant directorates/districts to enhance service delivery. Where necessary, such training will be outsourced.

5. CAREER DEVELOPMENT

The ETD interventions, supported, co-ordinated and facilitated by HRD will ensure career progression and advancement for employees in the Department. To achieve this, distinct career paths will be in place and each employee will have a Personal Development Plan (PDP) to give direction in his/her career progression in the department.

Training Needs Analysis

Line Management and individual employees are responsible for identifying training needs. This will be done between November and February of each year and be submitted to HRD by not later than the first week of March.

In analyzing and determining training needs, reference should be made to employees' job descriptions, performance reviews, reports, career development needs and PDP's. The identified training and development needs must be communicated to each employee and be captured in his/her PDP to ensure that training and development needs are addressed.

Personal Development Plans (PDP)

Personal development planning will be based mainly on the competency required by an employee to deliver outputs relating to his/her current roles in the Department. However, provision will be made for the potential future role of employees. PDP shall be compiled by each employee in consultation with his/her line manager. PDP's shall be reviewed and updated during November-February every year, by line management and relevant employees. Personal development will form an integral part of the management of an individual's performance and deliverables must be assessed as such. Therefore, a performance management system will be vital in this regard.

Co-ownership of personal development is important and employees must take responsibility of their own development and management shall allocate the necessary resources and support to ensure that all employees are developed to their full potential. Information contained in the PDP's will be used to compile the Workplace Skills Plan (WSP) of the department to be submitted to relevant SETA (s). ETD interventions will be guided by the training needs contained in the WSP and this will enable the HRD to manage and administer training as per the training needs outlined in the WSP of the department.

Competency Assessment

The Performance Management System (PMS) will help in determining competency assessment. Each employee will have performance standards and targets spelled out in his/her performance contract. Achievements of the set standards and targets will demonstrate full competence on the part of an employee. This will be rewarded as determined by line management.

Performance gaps identified through the assessment process will be submitted by line management to HRD as training needs, and such needs can also be attended to by line management through mentoring and coaching.

6. TRAINING ADMINISTRATION

All training interventions will be administered and coordinated by the HRD sub-directorate.

Course Nomination

HRD sub-directorate in consultation with Line Management and individual employees will be responsible for nominating employees for training. This will be done in relation with the training and development needs contained in the employees' PDP's.

Training Evaluation

The purpose of training evaluation is to determine the extent to which the training and development interventions have addressed the training needs.

The HRD sub-directorate and Line Management will play an active role in training evaluation. The four levels of training evaluation that will be applied are:

6.2.1 Reaction

This will be aimed at establishing the learners' feelings about the training and development programme. A Course Assessment Form will be given to course attendees during or immediately after training to capture their assessment of the course.

ADDENDUM 1: Copy of a Course Assessment Form

6.2.2 Learning

This will be aimed at measuring the degree learners have mastered the concepts, information and skills that the training intended to impart. Outcome based and continuous assessment approach will be used.

6.2.3 Behaviour

Newly acquired competence causes a change in behaviour, Line Management, colleagues, subordinates and customers, can observe this (both internal and external). Particular attention should be given to behavioural change as it influences job performance and how the employee relates to his/her customers.

6.2.4 Results or outputs

It will be aimed at determining the impact the training programme had on the employee, achievement of individual job outputs, job performance and positive contribution to quality service delivery in the Department.

Outsourcing

External training providers will only be considered if the Department does not have the expertise to provide training in-house. The following procedures will apply in the selection of an external training provider:

Compliance with Black Economic Empowerment (BEE) policies.

Reference/credibility checks

Cost and anticipated value adding to the Department

NB: No employee in the Department must be influenced by vested interest in any external service providers contracted by the Department.

7. TRAINING REPORT

After every training course attended, an employee will have to compile within seven days a feedback report and forward it to Line Management and the HRD sub-directorate, indicating what impact the training received will have and shall be experienced in his/her work performance. Furthermore, (s)he has to share the knowledge acquired with team members in his/her workplace by making a presentation and / or by demonstrating the learned skills where necessary.

Addendum 2: Copy of the Training Report Form

Quarterly Training Reports will be compiled by the HRD sub-directorate to the Senior Manager, Human Resources Management and the relevant SETA(s). These Reports will be compiled together for an Annual Report.

8. STAKEHOLDER PARTICIPATION

The Departmental Skills Development Committee (DSDC) will be representative of all stakeholders in the Department. The Committee should be constituted as follows:

Senior Manager: HR   Chairperson
HRD sub-directorate: Secretariat
One representative from each Directorate
One representative from each District
One representative from each recognized unions

The role of the DSDC will be:

8.1 To actively participate in the identification of training needs and the compilation of the Workplace Skills Plan

8.2 To work closely with the HR sub-directorate and ensure that the Department's training plan is implemented.

The head of the HRD as a member of the DSDC shall provide the necessary support as might be needed by the DSDC in order for it to function effectively.

11. Policy Review

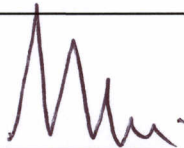The policy will be reviewed annually or when necessary.

ENDORSED

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HEAD OF DEPARTMENT   18/02/09
                                          DATE

Note: This policy document is a blue print of the original policy that was approved by MEC Stan Motimele on 21.09.2006.