COLLECTIVE AGREEMENT

CITY OF TSHWANE METROPOLITAN MUNICIPALITY CAREER MANAGEMENT POLICY

Entered into by and between

CITY OF TSHWANE METROPOLITAN MUNICIPALITY

Herein referred to as "CTMM or the Management"

AND

INDEPENDENT MUNICIPAL AND ALLIED TRADE UNION (IMATU)

and

SOUTH AFRICAN MUNICIPAL WORKERS UNION (SAMWU)

As parties to the SALGBC, Tshwane Division

Agree as follows:

1. INTRODUCTION

All Municipality officials must have a career plan or have access to career information. Management and individuals share equal responsibility for career planning and development. A career plan could be seen as the blue print for the training and development of a willing and motivated employee. This service should be rendered comparatively, but departments taking responsibility for the reaching of objectives.
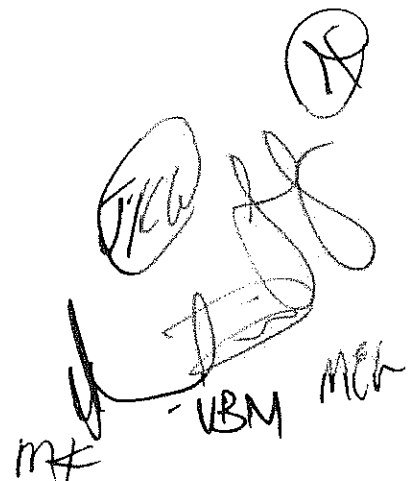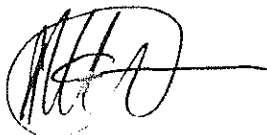
The information generated from career planning could inter alia, provide management with information regarding succession planning within the department and assist managers with the various nomination procedures for management programmes and other developmental interventions. This will ensure compliance with the principles of the Employment Equity Act and Skills Development Act. Information from development plans can also assist the departments with the completion of the yearly Skills Plan as stipulated by the Skills Development Act.

To ensure that career plans are linked to the Performance Management System, recruitment processes, all stakeholders will be involved in the career planning stage.

All developmental interventions shall be need driven, performance directed and must ultimately reflect on the quality of the service being rendered to the community.

- As part of public sector, in the interest of all stakeholders the <u>Municipality</u> commits itself to:

  - accommodate external people in order to utilise career centre optimally;

  - establish forums with relevant stakeholders to avoid duplications;

  - extend expertise of its personnel to national provincial departments where needed;

  - align career management activities in line with all relevant legislations in an endeavour to implement the said strategies and legislations; and

  - engage in referrals or partnership agreements with external institutions in order to assess needs of the Municipality and community.

- Career management is the responsibility shared amongst the Municipality, it's managers and employees.

IMPLEMENTATION OF INTERIM SALARY SCALES

PROJECT TEAM

AGENDA: 06 JANUARY 2005

1. Opening/welcome

2. Apologies

3. Matters for discussion:

3.1 General project plan for implementation

- Phases (*e.g.* first implement selective placements, then direct placements, then "problem cases" where solutions have to be approved by SEO, etc)

- Implementation action plan: HR Admin (arrangements for capacity, timeframes, etc)

- Alignment/synchronisation of employees (placement and designations) with organisational structures

- Collective agreement with unions (compiling agreement, arrangement of meetings, Bargaining Council, etc)

- Corporate communication

- Regular progress/problem solving meetings of Project team

-

-

4. Closure

2. PURPOSE

The purpose of this policy is to provide career planning for employees at all levels within the City of Tshwane Metropolitan Municipality in order to develop highly qualified, motivated and competent employees, which will support the corporate business objective.

3. OBJECTIVES

- To assess potential of all employees.

- Identify and develop future leaders.

- Promote vertical and horizontal development within the areas of responsibility.

- Ensure all career plans are being adhered to.

- Ensure a consistent team of highly qualified and motivated candidates for all key positions.

- To assist employees in administering career workshops.

- To assist employees in developing career/personal plans.

4. RESPONSIBILITIES

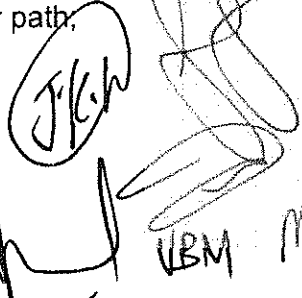4.1 The Municipality shall accept the responsibility to:

- provide necessary funds for individual development from available resources;
- support justified community projects and activities;
- provide in service training/experiential training for students and projects where the capacity to do so exist;
- provide study bursaries and loans subject to the availability of funds and in accordance with approved criteria and council policy;
- provides learnerships, which are registered with the Department of Labour in line with SAQA legislation in order to claim back levies; and
- provide employees assistance training programmes.

4.2 All levels of management shall accept responsibility to:

- develop career development and succession plans;
- assess the potential of employees and establish career path;

- ensure development of employees within each department;
- provide a platform for communication of all levels;
- show visible support for the Leadership Development Process; and
- facilitate career development planning.

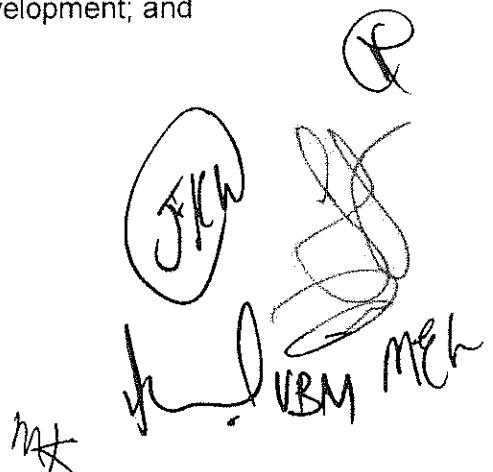4.3 All career managers shall accept responsibility to:

- the overall leadership and direction of careers in the City of Tshwane Metropolitan Municipality;
- ensure adequate communication between all stakeholders;
- ensure an environment of openness and trust; and
- ensure that functional interest do not override the company interest.

4.4 All career management officials shall accept responsibility to:

- assess individual employees;
- develop departmental succession plans;
- develop individual career plans and paths;
- pro-actively gather information about the employee to prepare career plans;
- take responsibility for actions assigned and all decisions taken; and
- participate openly and actively in all career management activities.

4.5 All career management facilitators shall accept responsibility to:

- facilitate development of career and succession plan by:

  - giving guidance and counselling;

  - open, honest and confidential communication;

  - promote individual development practices;

- provide timely and relevant personnel information;
- provide feedback, information update to relevant stakeholders;
- facilitate workshops as requested;
- provides metrics system to ensure individual development; and
- act as a conscience to maintain focus.

4.6 All employees shall accept responsibility to:

- develop own career plans in a motivated and creative manner;
- acquire competencies in the workplace;
- take charge of their personal development; and
- adhere to service obligations.

5. CAREER MANAGEMENT PROCESS

5.1 Broad based succession planning

Each department must develop a succession planning system, which will be used for the following:

- Monitor staff composition.
- To identify promotion possibilities.
- Monitor individual developments.
- Bursary needs analysis will be conducted based on the plan.
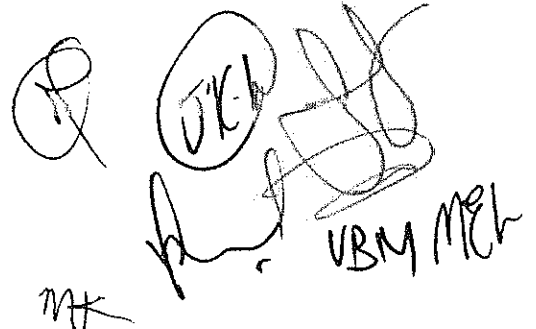- Skills development audit.

The Career Management section in conjunction with Recruitment and Selection Section will develop a corporate succession plan based on developmental plans.

5.2 Training and development needs assessment

- The development needs/potential should be identified through scientific techniques where possible.
- Performance Appraisal and Skills Audit and Recognition of Prior Learning can be utilised in assessing potential.
- Career Management Section will identify facilitators in conjunction with the department to present the training.
- The objective of creating a pool of talent in the organisation will be supported by formally identifying potential.
- Needs assessment will be customised according to job levels expertise and different departments.

5.2.1 Assessment

The current SAQA and labour legislation says that all tests and assessment methods must be valid and reliable. The City of Tshwane Metropolitan Municipality adheres to this by validating and licensing its

test annually. Assessment is a vital tool in complying and ensuring that the various demands of labour law are met.

Prior assessment of learning potential will allow the organisation to avoid inappropriate appointments, training sessions and helps individuals to stay focussed. The identification of learning potential is crucial in the context of equity appointment. The non-verbal assessment will be the critical elements of culture fairness.

The measuring of learning potential minimise the effect of poor education and economic disadvantage that many equity target groups have been exposed to. The Employment Equity Act requires the employer to check if a person has the potential to do the job. A distinction will be made on psychometric or psychological assessment.

People responsible for assessment:

- Qualified registered psychologist will carry out all personality assessment.

- Psychometrics and trained lay assessors can be involved in the administrative elements of personality assessment such as test administration and the marking and recording of results.

- Lay assessors will also carry out the NQF types of assessment.

- Lay assessors will be trained, supervised and monitored by a qualified, registered psychologist.

5.3 Career information and development plans

- The process will be conducted through workshops based on hierarchical levels/programmes.

- Workshops will have an eventual outcome individual career development plan with a career path or will enable managers/supervisors and employees to work out such plans.

- The following workshops will be presented by Career Management Section:

  • Structured Career Management Workshops with departmental facilitators can be presented in the various departments.

    * Workshops for junior management, functional level or certain job categories.

    * Workshops especially for unschooled, semi-schooled and schooled employees.

- Structured Career Management Workshops for senior and middle management (conducted by Career Management).

- Career Management Section will continuously provide advice on conducting workshops and creating career plans.
- A Career Information Centre will be established which will include the learning centre and ensure optional use of libraries.
- Facilitators will be identified in the departments by Career Management Personnel Officers together with department Supervisors and trained to present Career Management Workshops.
- Customised career plans will be drafted by Personnel Officers in the Career Management Section together with supervisors and individuals for application levels and made available during the workshops.

5.4 Career Information Centre

A career Information Centre will be established at a centralised point (eg. library at Sammy Marks). This will be a place where people can obtain information on careers, training opportunities and other aspects of the world of work.

The following information will be available:

- How to make a career choice.
- Information on careers in the Municipality.
- Information on training courses provided by the Municipality.
- How and where to look for a job.
- Information on careers, career fields, different occupations and other trades.
- Information on who provides training such as technical colleges.
- Guidance on work ethics.

The centre will link with the Learning Resource Centre at PREMOS and other relevant stakeholders.

Career guidance will also be given to all schools and relevant institutions in the community of Tshwane.

Sponsors, partnerships and referrals will be used in this venture.

Career Management Section will take full responsibility of the management of the centre.

5.5 Nomination phase

- By set target date all Municipal officials must be nominated for any of the following programmes, career management workshops or guidance interventions:

  - Bursary allocated to individuals.

  - Senior Management Programme.

  - Middle Management Programme.

  - Junior Management Programme or Career Directed/Functional Training and Development Programmes.

  - Unschooled, Semi-schooled and Schooled Level.

  - Skills Workshops.

    - Career Management department will manage the process corporatively and consult with relevant stakeholders, e.g. Unions.

    - The departments should accept responsibility for the nomination processes in accordance with the relevant criteria.

    - Nominations for programmes will be entered into a data base/information system as part of a broad based succession-planning system.

    - The programme for which the individual is nominated will depend on inter alia post level, potential to function at certain level and career plans (goals).

5.6 Education, training and development

Career development plans will serve as reference for determining education, training and development interventions (see the attached flow diagram).

5.7 Monitoring

- A data base/information system will be implemented as part of the succession planning system.

- Departments will monitor the progress of the individual's career development plans.

- The process and techniques will be evaluated regularly.

To ensure that, progress is made with the limited resources available, the inputs of Career Management division on a corporate level and those of the role players in the various departments are essential for the success of the proposed strategy.
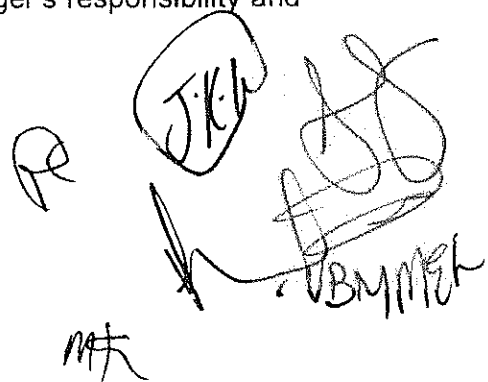
6. PRINCIPLES

- All the departments must adhere to all the terms of this Career Management Policy.

- All needs assessment shall be based on individual and organisational needs as identified and approved by the Municipality, Career Management Section, all managers and employees.

- All developments shall be undertaken aimed at present and future career and comply with the accepted desired standards.

- Successful completion of career paths does not automatically entitle the trainee to promotion or salary increments.

- All training to be presented to trainees shall adhere to career plan, performance gap and Skills Audit.

- The Quality Management System (QMS) will be used to monitor quality of all the systems used."

ANNEXURE

A   -   Career Development Questionnaire
B   -   Career Development Plan
C   -   Portfolio of Evidence Checklist
D   -   Career Planning and Development Process
E   -   Job Profile
F   -   Assessing Career Strengths and Weakness
G   -   Individual Development Plan (IDP)
H   -   Career Strategies
I   -   Scanning the Career Environment

RECOMMENDED

1.   That the departments develops succession plan in conjunction with Career Management Section.

2.   That the departments take full responsibility in completing career plans, maintenance and updating of employees career plans as part of ongoing Human Resource Management Process.

3.   That the performance management system takes into account and recommends the individual's development plans.

4.   That individual development plan form part of the Manager's responsibility and accountability.

CAREER DEVELOPMENT QUESTIONNAIRE

Name: _____ Pay number: _____

Department: _____ Section: _____

Highest Std passed: _____ Age: _____

Date of career interview: _____ Interview: _____

Tel number: _____ Facilitator: _____

1.   What is your present designation?

    _____

    _____

2.   What type of work do you really like?

    _____

    _____

3.   What are your key performance areas?

    _____

    _____

4.   What is your strength?

    _____

    _____

5.   What are your weak points?
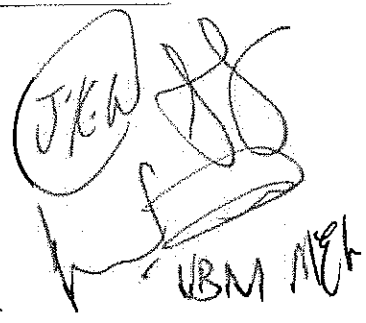
    _____

    _____

6.   What is your required developmental area?

    _____

    _____

7.   What developmental steps should be taken to get you where you want to be? (i.e. career path)

    _____

8. Do you know your Department well?

    _____

    _____

9. What exposure do you require in your current job?

    _____

    _____

10. Are you currently studying? If yes, what are you studying and when do you plan to complete your studies?

    _____

    _____

11. Do you plan any future studies, if yes what?

    _____

    _____

12. What obstacles do you foresee and would you like to discuss with -
    Your Mentor
    Your Senior;
    Your CM Facilitator;
    Your CM Department;
    Other (specify):

    _____

    _____

13. Would your like to have a Mentor?

    _____

    _____

14. Would you like to be assessed to identify your potential?

    _____

    _____

15. Do you have a portfolio of guidance or would you like to compile one?

    _____

    _____

ANNEXURE B

CAREER DEVELOPMENT PLAN

Name: _____

Designation: _____

Department: _____

Section: _____

Pay number: _____

Qualification: _____

1.   Description of Key Performance Areas:

_____
_____
_____
_____
_____
_____
_____
_____

2.   Individual strength:

_____
_____
_____
_____
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3.   Individual development areas:

_____
_____
_____
_____
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4.   Comments:

_____
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5.   Career Path:

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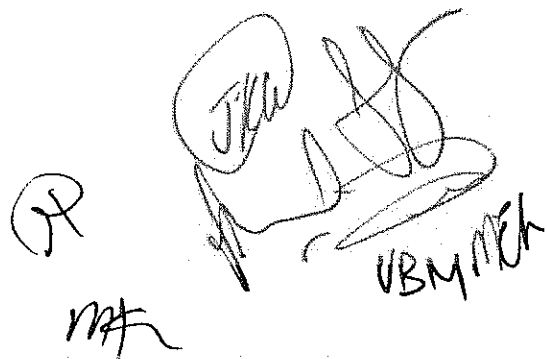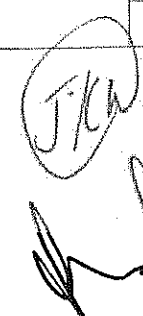
ANNEXURE C

PORTFOLIO OF EVIDENCE CHECKLIST

ITEM	✔
1. COVER - Name, telephone number and name of department on the outside cover. - Name, telephone number and name of department?	
2. TITLE PAGE - Purpose of the prtfolio?	
3. TABLE ON CONTENTS - Completed?	
4. INTRODUCTION - 1 page in length. - Introduces yourself. - Gives in detail the purpose of the portfolio?	
5. Resumé - Does it include all 5 areas of information? • Personal. • Work. • Education. • Activities and interests. • References.	
6. PRIOR LEARNING PAPER - Length 1 – 5 pages. - Introduction: 1 paragraph. - Body Divided logically into paragraphs. Conclusion: Rounds off your essay neatly?	
7. SUMMARY TRANSCRIPT - Clearly sketches learning which has resulted from your experience. - Matches your skills, competencies to the outcomes of functions?	
8. INDEX TO DOCUMENTATION - 1 page in length. - Are all documents clearly labelled in alphabetical order?	
9. DOCUMENTED EVIDENCE - Are there documents to prove all the learning outcomes? - Do your documents mention you by name? - Are your document certified copies not originals?	

CAREER PLANNING AND DEVELOPMENT PROCESS

Monitoring → **Information System**

Succession Plan →
- Staff composition
- Needs assessment
- Skills audit, etc

Potential/ETD needs assessment →
- Potential evaluation/ assessment techniques

and/or

- Merit evaluations

and/or

- Operational training needs

Career development plans and information →

Career Information Centre →
- Career information
- Career guidance

Workshops →
- Training of facilitators
- Career management workshops
- Formulation of career plant

Nominations →
- Senior Management Programme
- Middle Management Programme
- Junior Management Programme and career directed/ functional level
- Unschooled/ semi-schooled level
- Needs directed functional training

ETD interventions →
- Management courses
- Competence based courses
- Formal education
- Mentorship
- Accelerated Training Programmes
- Bursary Schemes
- Apprenticeship Scheme
- Adult Basic Education and Training
- Experiential Training

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ANNEXURE E

JOB PROFILE

JOB TITLE			
DESIGNATION TITLE			
DEPARTMENT			
SECTION			
PURPOSE			
OUTCOMES	1		
	2		
	3		
	4		
	5		
EDUCATIONAL	1		
	2		
	3		
	4		
KNOWLEDGE	1		
	2		
	3		
	4		

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JOB TITLE	
SKILLS (Type of experience)	1
	2
	3
	4
PROFESSIONAL REGISTRATION	
LEGAL REQUIREMENTS	
PHYSICAL REQUIREMENTS	
OUTCOMES	
COMPETENCIES	

OUTCOME 1:

TASKS (What	PERFORMANCE STANDARDS (How)	SUCCESS INDICATORS (Evidence)	x / ✓

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AGREED UPON CAREER PATH

Priority	Developmental Areas	Steps to be taken/ intervention	Responsible	Target Date

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ASSESSING CAREER STRENGTHS AND WEAKNESSES

Directions: Use this worksheet to do some brainstorming about your career strengths and weaknesses. In column 1, list position tasks of a job you seek in 3 - 5 years. In column 2, convert each task from column 1 into what you have to be able to know or do to perform the task. In column 3, rate how well prepared you are at present in each skill area in column 2. A rating of 1 or 2 is a career weakness; a rating of 4 or 5 is a strength. If possible, ask another person to give you advice on your strengths and weaknesses after you complete this worksheet.

Column 1	Column 2	Column 3																
		To what extent does the individual's present qualities match skills required?																
Position Tasks	Skills required of the individual	Education?					Experience?					Personal Characteristics					Acquaintances?					Sponsors?					Training?				
		very little 1	2	3	4	very much 5	very little 1	2	3	4	very much 5	very little 1	2	3	4	very much 5	very little 1	2	3	4	very much 5	very little 1	2	3	4	very much 5	very little 1	2	3	4	very much 5

Rothwell, W.J. ;Kazanas, H.C. Planning and Managing Human Resouces. 1994. HRD Press, Inc

INDIVIDUAL DEVELOPMENT PLAN (IDP)

Participant's Name: _____   Department: _____   Section: _____

Activity	Resources Required	Start	Finish	Outcomes/evidence of achievement as per Portfolio of Evidence

STATEMENT OF AGREEMENT

I agree to undertake the above activities utilising the resources outlined and in the timeframe required.   Participant: _____   Date: _____

I verify that the above activities are appropriate the requirements of this training program.   Assessor: _____   Date: _____

I agree to support the implementation of the IDP and the resources identified will be made available.   Mentor: _____   Date: _____

I agree to support the implementation of the IDP and the resources identified will be made available.   Supervisor: _____   Date: _____

Career Management Policy

ANNEXURE H

CAREER STRATEGIES

CAREER STRATEGY	INSIDE ORGANISATION AND OCCUPATION	INSIDE ORGANISATION BUT OUTSIDE OCCUPATION	OUTSIDE ORGANISATION BUT INSIDE OCCUPATION	OUTSIDE ORGANISATION AND OUTSIDE OCCUPATION
Growth	- Built present skills - Built expertise in the occupation - Prepare for more responsibility - Learn to supervise others	- Enter new occupation - Built skills in a new occupation	- Move to a different organisation but in same job	- Built existing skills/ knowledge for use in unrelated occupation and different type of organisation
Retrenchment	Move to a lower level job in the same occupation and in the same organisation	Move into a lower level job in a different occupation in the same organisation	Move into a lower level job in a different organisation	- Cut back on work - Seek satisfactions through avocations and hobbies - Prepare for new occupation
Diversification	Branch out into a more promising area within one's present occupation (increase emphasis on a new area of work)	Branch out into a more promising line of work in the organisation (one with major differences from past occupation)	Make a move into an organisation with more promise but remain in the same occupation	Branch out into a more promising occupation in an organisation with more promising long-term prospects than present employers
Integration	Branch out into a more promising area within one's present job (but an area of work like that which has been done in the past)	Branch out into a related line of work in the same organisation	Make a move into a new organisation which is related to the present employer (supplier, distributor, wholesaler, retailer)	Branch out into a related occupation in an organisation somehow related (supplier, distributor, wholesaler, retailer) to present employer
Turnabout	- Retrench (slow down on activities/outputs) - Follow retrenchment with a new strategy: growth; diversification; integration; or combination	- Retrench (move out of organisation) - Use a new strategy: growth; diversification; integration; or combination	- Retrench (move out of occupation) - Use a new strategy: growth; diversification; integration; or combination	Build new skills (perhaps return to school) for entry into an entirely new line of work. Grow in the new occupation
Combination	• Apply two or more strategies at once: one to organisational status; another to occupational status	· Apply two or more strategies at once	· Apply two or more strategies at once	Apply two or more strategies at once

Rothwell, W.J. ;Kazanas, H.C. Planning and Managing Human Resouces. 1994. HRD Press, Inc

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ANNEXURE I

SCANNING THE CAREER ENVIRONMENT

Directions: Use this worksheet to begin the process of scanning environments pertinent to your career. (Choose whatever time horizon you wish.) Answer the first question by moving across the rows below. One is designated "the organisational environment", the other, "the occupational environment". Under each column, describe *what* change you believe will probably occur as a result of a major change in each category. (For instance, the job of training director will probably be influenced most - in terms of the organisational environment and technology - by the widespread introduction of computers in the workplace. List the under "technology conditions". At the same time, the introduction of computer-based and computer-managed instruction will probably affect the *occupation* heavily.) Then answer the second question by describing (briefly) *how* the change will probably affect you.

1. What changes will (probably occur, over time, in

   As a result of changes in

	Economic Conditions	Technological conditions	Social Conditions	Geographical Conditions	Government/ Legal Conditions	Market Conditions	Supplier Conditions	Organisational Leadership	Organisational Structure	Organisational policy	Organisational Rewards
Organisational environment											
Occupational environment											

2. How will changes probably affect

Occupation inside the organisation											
Organisation (generally)											
Occupation outside the organisation											
Occupation (generally)											

Career Management Policy

Signed at Pretoria on this day of.....................2003 on behalf of the **CITY OF TSHWANE**
METROPOLITAN MUNICIPALITY.

Signature:.................... Name in full:.MOTHULOE VINCENT B.

Capacity:.GM:HR.......................

CITY OF TSHWANE METROPOLITAN MUNICIPALITY

WITNESS:

1.......................... 2..........................

Signed at Pretoria on this day of.22 October.2003 on behalf of the **INDEPENDENT MUNICIPAL**
AND ALLIED TRADE UNION (IMATU).

Signature:.................... Name in full:.JACOBUS KORT HOFMANN

Capacity:CHAIR PERSON..........

INDEPENDENT MUNICIPAL AND ALLIED TRADE UNION (IMATU).

WITNESS

1.......................... 2..........................

Signed at Pretoria on this day of.....................2003 on behalf of the **SOUTH AFRICAN MUNICIPAL**
WORKERS UNION (SAMWU).

Signature:.................... Name in full:.MICHAEL MTHEMBU

Capacity.BRANCH SECRETARY..........

SOUTH AFRICAN MUNICIPAL WORKERS UNION (SAMWU).

WITNESS

1.......................... 2..........................