

Blouberg Municipality



CHAPTER 10: SKILLS DEVELOPMENT POLICY

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SKILLS DEVELOPMENT POLICY

1. PREAMBLE

A skills development policy aligned to the Municipality's goals affords opportunities to benefit from better co-ordination and alignment of development initiatives. The Municipality commits to provide skills development to all staff members on an equal opportunity basis.

2. PURPOSE

The purpose of this policy is:

- 2.1** To ensure that skills development occur in a coherent and structured manner;
- 2.2** To provide clear alignment of the strategic plan, National Skills Development Strategy, and other internal Human Resource policies;
- 2.3** To facilitate access to appropriate skills development;
- 2.4** To support personal development plans and career development;
- 2.5** To support the Municipality's succession planning; and
- 2.6** To promote and facilitate participation of unemployed learners in learnerships.

3. SCOPE OF APPLICATION

This policy applies to all staff members of the Municipality, learners in cases of learnership programmes for students who are not staff members, and interns, where applicable.

4. LEGISLATIVE AND POLICY FRAMEWORK

- Constitution of the Republic of South Africa Act, 1996 (Act No. 108 of 1996)
- Municipal Systems Act, 2000 (Act No. 32 of 2000)
- Municipal Structures Act, 1998 (Act No. 117 of 1998)
- Municipal Finance Management Act, 2003 (Act No. 56 of 2003)
- Labour Relations Act, 1995 (Act No. 66 of 1995)
- Employment Equity, 1998 (Act No. 55 of 1998)
- Skills Development Act, (Act No. 97 of 1998)
- Local Government: Regulations on appointment and conditions of employment of senior managers, 2014
- Local Government: Municipal Staff Regulations, 2021
- Local Government: Guidelines for the Implementation of the Municipal Staff Regulations, 2021
- Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)
- Occupational Health and Safety Act, 1993 (Act No. 85 of 1993)
- National Skills Development Strategy
- National Qualifications Framework
- South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)
- Compensation for Occupational Injuries and Diseases Act, 1993 (Act No. 130 of 1993)
- Skills Development Levies Act, 1999 (Act No. 9 of 1999)
- National Youth Commission Act, 1996 (Act No. 19 of 1996)

5. DEFINITIONS

All terminology used in this policy shall bear the same meaning as in the Regulations or applicable legislation, or as defined and / or explained in the Glossary of Terminology in the Human Resources Policies Manual.

6. PROBLEM STATEMENT

The Blouberg Local Municipality is faced with lack of skilled and professional employees and the policy will assist in putting skills development of its staff at the centre of realising its strategic objectives.

7. POLICY PROVISIONS

7.1 Principles of skills development

7.1.1 Skills development shall –

- (a) 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;
- (b) promote the development and retention of competent Municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills;
- (c) support the employment equity objectives of the Municipality;
- (d) be 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;
- (e) 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; and
- (f) be designed to support and reinforce other capacity building programmes in the Municipality.

7.1.2 A staff member shall take responsibility for his or her development and own career growth.

7.1.3 The Municipality shall support its staff members by –

- (a) clarifying the skills required for jobs, identifying relevant skills needs and developing opportunities to satisfy the skills needs;
- (b) identifying new skills and knowledge required by staff to support their career growth and progression;
- (c) creating learning opportunities that will allow their staff to develop the skills and expertise to enable them to compete effectively for placement in new or vacant posts; and
- (d) ensuring that skills development is a KPA in senior managers' and supervisors' performance agreements. This is aimed at promoting career development through consultations with staff members.

7.1.4 The skills development process shall involve planning, skills assessment, implementation, and review.

7.2 Skills development planning

7.2.1 Alignment to strategic planning cycles

The determination of Municipal skills needs, priorities and budgets shall be –

- (a) developed once every five years at the commencement of the integrated development planning process, and shall be reviewed annually thereafter; and
- (b) aligned to the strategic planning cycles associated with the –
 - (i) Integrated Development Plan;
 - (ii) Municipal budget;
 - (iii) human resource planning; and
 - (iv) performance management cycle.

7.2.2 Determination of skills needs

Skills needs in the Municipality shall be determined by conducting –

- (a) skills needs analysis, in which the Municipality shall identify skills needs at Municipal and department levels based on critical roles and job categories and associated competencies; and
- (b) a staff skills audit, which shall identify skills needs for each staff member based on specific competency needs associated with current roles and future career aspirations.

7.2.3 Skills needs analysis

- (a) The Municipality shall conduct a skills needs analysis that analyses the Municipality's skills needs and assesses the skills constraints on service delivery in the Municipality as a whole and in each department or function.
- (b) The skills needs analysis shall identify the priority skills needs, which when effectively developed, will have a marked impact on the Municipality's performance.
- (c) The process of identifying the skills needs shall –
 - (i) be guided by the critical and scarce skills lists for the sector published by the Minister for Higher Education and Training and the

Local Government: Competency Framework for Occupational Streams as contained in Annexure A of the Municipal Staff Regulations.

(ii) take into account the related institutional capacity needs and workplace skills plan of the Municipality; and

(iii) cover all major roles in the Municipality, including –

(aa) management and leadership roles that –

- (1) require strategic and analytical functions;
- (2) involve a relatively high degree of discretionary decision-making;
- (3) have a relatively high level of risk associated with decisions made; or
- (4) require long lead times (2+ years) to develop the qualifications and a further time (3+ years) to develop the experience required to be able to perform competently.

(bb) technical, specialist, professional and administrative roles; and

(cc) specified priority skills needs.

(d) The skills needs analysis shall be based on –

- (i) a strategic evaluation of skills needs that have constrained the service delivery and performance of the Municipality and each of its departments or functions in the current year;
- (ii) a review of community feedback information and an assessment as to whether a lack of skills has contributed to the shortcomings in respect of service delivery;
- (iii) a review of the effectiveness of the implementation of previous priority skills development programmes and interventions; and
- (iv) an analysis of individual staff member personal development plans to identify common skills needs across job categories.

7.2.4 Staff skills audit

- (a) The Municipality shall conduct a skills analysis using programmes or systems determined by the Minister to ascertain the skills needs of staff members in respect of their current roles.
- (b) A skills audit may comprise –
 - (i) biographical audits, which includes information on the educational qualifications and experience of the staff member;
 - (ii) perception based assessments; and
 - (iii) evidence based assessments, including assessments using psychometric instruments.
- (c) A skills audit shall be conducted once every five-years within 24 months from the election of the new council of a municipality.

7.2.5 Recognition of prior learning assessment

- (a) Recognition of prior learning assessment determine a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.
- (b) Recognition of prior learning assessment shall be conducted –
 - (i) by service providers that are accredited by the relevant Education and Training Quality Assurance Body; and
 - (ii) in line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act.

7.2.6 Personal development plans

- (a) Every staff member shall have a personal development plan that sets out the strategies to –
 - (i) address the staff member's development needs and specific skills to be developed for their current roles arising from the skills audit, as well as the learning interventions required to build these skills; and
 - (ii) develop new skills and provide exposure to new areas of work, which are aligned to the municipality's strategic objectives.

- (b) The personal development plan shall take account of the skills audit and the requirements of the performance management system.
- (c) A staff member may only undergo training that is –
 - (i) contained in personal development plan; or
 - (ii) approved by the municipal manager or his or her delegate.

7.2.7 Workplace skills plan

- (a) The Municipality shall develop a workplace skills plan arising from the outcomes of institutional skills needs analysis and the individual skills audits.
- (b) The workplace skills plan shall include –
 - (i) the priority skills needs for the Municipality and each department or function;
 - (ii) the associated interventions that the Municipality intends conducting; and
 - (iii) an aggregation of the learning and development initiatives from staff members' personal development plans.
- (c) The workplace skills plan shall be included in the Municipality's Integrated Development Plan.
- (d) The municipality shall submit a completed workplace skills plan to the LGSETA on 30 April of each year.

7.2.8 Budgeting for skills development

- (a) The Municipality shall establish a skills development budget that provides funding for the priority skills needs identified in the workplace skills plan.
- (b) Funding for training and development of staff will derive from –
 - (i) the Municipality's own training budget;
 - (ii) the skills development levies as prescribed in terms of Skills Development Levies Act 9 of 1999;
 - (iii) discretionary and mandatory grants received from LGSETA; and

- (iv) provincial and national government capacity building grants.

7.3 Implementing skills development

7.3.1 Types of skills development programmes

The Municipality shall focus on developing priority skills through –

- (a) structured learning programmes, which shall include learnerships, apprenticeships, technicians-in-training programmes, and graduates-in-training programmes;
- (b) structured on-the-job learning and development, which may include –
 - (i) professional coaching of staff members by an external or internal expert coach where such capacity exists;
 - (ii) coaching of staff members by supervisors, including guiding a staff member to develop new skills;
 - (iii) mentoring staff members to acquire technical, professional or specialist skills, which may include structured mentorship programmes;
 - (iv) the creation of work exposure opportunities that may accelerate learning and or skills development, including –
 - (aa) allocating staff members to a specific project;
 - (bb) seconding a staff member to another department or work area to increase the staff member's exposure to other work processes and systems;
 - (cc) increasing the responsibilities allocated to a staff member;
 - (dd) rotating staff members through the full range of activities of a particular process or department; and
 - (ee) work shadowing, where a staff member is given the opportunity to observe a more senior professional or manager at work, enabling the staff member to understand more complex and challenging roles in a structured and secure manner; and
- (c) professional development programmes.

7.3.2 Succession planning

The Municipality shall develop future managers in order to ensure seamless succession of competent leaders, as follows:

- (a) Carry out a potential staff member search and matching through -
 - (i) nomination of staff members who are considered for succession planning, ensuring representation of qualified women, Black people, and staff members with disabilities;
 - (ii) nomination criteria that include staff member who -
 - (aa) show an interest to be nominated;
 - (bb) are able to work without supervision;
 - (cc) show a commitment to deliver beyond what is required;
 - (dd) display consistent high performance in their duties, in attaining targets, and with a rating scored at outstanding level; and
 - (ee) demonstrate potential to operate at a high level.
- (b) Create a succession pool of staff members who demonstrate desirable values, behaviour and competencies to be potential successors, and -
 - (i) where a number of jobs are of similar type and need similar skills, the number of potential successors to the succession pool shall be increased; and
 - (ii) nominate two (2) or more staff members for possible succession per post to cater for natural attrition / turnover.
- (c) Enter formal agreements with staff members earmarked for succession planning to protect the interests of both the staff member and the Municipality. The agreement shall outline the following:
 - (i) Staff members shall not be guaranteed appointments in posts that they are prepared for, and shall have to compete for the posts when advertised;
 - (ii) The succession period for each successor shall range from six (6) to twelve (12) months; and

- (iii) A successor who has failed to make an impression during the interviews shall not be guaranteed a stay in the programme.
- (d) Consultants contracted to the Municipality shall be obliged to act as mentors to nominated staff members for skill transfer during contract duration.
- (e) Successors shall have properly designed career paths to ensure that they gain most appropriate experience for their future roles.

7.3.3 Obligations of the Municipality

- (a) Supervisors shall ensure the development of staff members through reallocation, rotation and secondment of staff members across functions within the Municipality with due regard to service delivery requirements, where applicable.
- (b) The Municipality shall ensure the effective management of the quality of learning delivery, especially that provided by external training providers.
- (c) Supervisors shall be encouraged to gain coaching skills and shall actively coach and support the development of staff members who report to them.
- (d) The Municipality shall prioritise the appointment of mentors who are experts in their fields to support structured skills transfers in order to achieve the required specialist and technical skills for priority roles.

7.4 Evaluating skills development quality and impact

7.4.1 The Municipality shall –

- (a) conduct regular evaluations of the workplace skills plan and personal development plans, as well as their implementation; and
- (b) adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

7.4.2 The Municipality shall ensure that –

- (a) every supervisor reports annually on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan;
- (b) the effect of implementing personal development plans for staff is evaluated;

- (c) evaluations, using standard benchmarks determined by the Minister, respond to priority learning programmes, and contribute to the development of skills which result in improved performance and service delivery; and
- (d) regular skills development reports and evaluation results are –
 - (i) integrated into the wider capacity building initiatives within the Municipality; and
 - (ii) reported to the relevant provincial and national capacity building structures.

7.5 Payment for skills development programmes

- 7.5.1** The Municipality may agree to pay full or part payment for a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme.
- 7.5.2** Where the Municipality agrees to pay for a learning programme, the staff member shall be required to work for the Municipality for a reasonable period after the completion of the programme, failing which the staff member shall pay back the costs, or part of the costs, associated with the programme.
- 7.5.3** Despite clause 7.5.1, if a staff member fails to attend or fails a learning programme, the Municipality shall recover the costs associated with the programme after complying with Section 34 of the Basic Conditions of Employment Act.

7.6 Roles and responsibilities

7.6.1 A staff member shall –

- (a) actively manage their own development, whether for their current role or for their future career opportunities, based on their personal development plan
- ;
- (b) participate actively in skills audits;
- (c) develop and reflect on their personal development plans with their supervisor;
- (d) commit to development that coincides with the Municipality's priority skills;

- (e) participate actively in all forms of learning, training and development which will assist the staff member to meet agreed needs;
- (f) stay abreast of and apply new knowledge and skills in their field of expertise; and
- (g) provide feedback on the outcomes, effectiveness and relevance of training and development received.

7.6.2 A supervisor shall –

- (a) link skills development to the priorities of their function, the integrated development plan and to the outcomes of the performance management process;
- (b) 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;
- (c) develop, report on and review progress with the personal development plans of the staff members who report to the supervisor or supervisor;
- (d) ensure that development proposed in the personal development plans of the staff members who report to the supervisor is relevant to the functions of the Municipality;
- (e) provide coaching to and support for the development of staff members;
- (f) provide input into the content of training programmes, if relevant;
- (g) allow their subordinates time off for training, as agreed in training schedules and plans; and
- (h) actively facilitate the application of learning back on the job.

7.6.3 The Skills Development Facilitator shall –

- (a) facilitate the adoption of the Workplace Skills Plan, including liaising with the registered trade unions;
- (b) facilitate the implementation of skills development programmes with supervisors, staff members and external training providers; and
- (c) liaise with the LGSETA and ensure that the Municipality meets all the requirements of the LGSETA.

7.6.4 The Chief Financial Officer shall ensure that proof is provided to the LGSETA that all funds obtained from the LGSETA and the 1% budgeted towards skills development have been used for skills development purposes.

7.6.5 The Training Committee shall –

- (a) be chaired by a senior manager;
- (b) have an equal number of managers and representatives of staff;
- (c) include the Integrated Development Planning Manager, the Skills Development Facilitator, the Manager responsible for human resources, individual and institutional performance managers, and the Chief Financial Officer, as representatives of the Municipality;
- (d) include representatives of the registered trade unions recognised by the Municipality as representatives of staff members or, in their absence, staff members who are representative of the Municipality's staff as a whole; and
- (e) consult, and make recommendations to the Municipal Council, on –
 - (i) proposed improvements to skills audit processes;
 - (ii) findings and priorities emerging from the skills audit presented by management;
 - (iii) the draft workplace skills plan;
 - (iv) management's regular skills development report; and
 - (v) skills development policy of the Municipality.

8. POLICY MONITORING AND EVALUATION

8.1 This policy shall be implemented and effective once recommended by the Local Labour Forum and approved by Council.

8.2 Non-compliance to the stipulations contained in this policy shall be regarded as breach of Code of Conduct, which shall be dealt with in terms of the Code of Conduct.

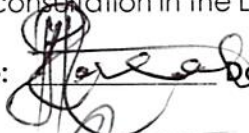
8.3 Head of Corporate Services shall carry out the monitoring and evaluation of the policy's implementation.

9. POLICY APPROVAL

This policy was formulated by HR Management in consultation in the Local Labour Forum.

Authorised by Municipal Manager:

Signature:



Date: 30/07/2024

**Recommended by Portfolio Committee
on Corporate Services:**

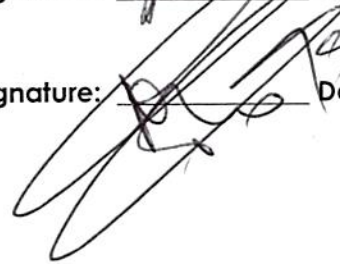
Signature:



Date: 30/07/2024

Approved by Municipal Council:

Signature:



Date: 30/07/2024

ANNEXURE G: PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM PHASES

Performance management and development system phases

1. (1) Performance management and development is the systematic process of— (a) planning work and setting expectations of the municipality from staff members or teams;
 (b) continually monitoring performance of staff members or teams;
 (c) developing the capacity of staff members or teams to perform optimally; (d) periodically rating performance of staff members and teams; and (e) rewarding outstanding performance.
 (2) The performance management and development system of a municipality must consist of different phases relating to performance planning, coaching, review and reward as provided in these guidelines.
 (3) The performance management and development system must consist of the following phases:

Phase	Timeframe	Activities
(a) Planning	(i) Occurs annually at the start of the financial year or the starting date in a specific post	(aa) Supervisor schedules a meeting with a staff member or team to discuss and agree on the performance objectives for the year; (bb) Supervisor and a staff member or team are required to prepare for this meeting; and (cc) Performance agreement must be signed or processed electronically where applicable by the supervisor and a staff member or team within sixty (60) days after the commencement of the performance cycle.
(b) Monitoring, coaching and feedback	(i) Occurs formally; and (ii) Informally throughout the year	(aa) The supervisor will complete on- the job monitoring of the performance of a staff member or team; (bb) The supervisor may create formal and informal opportunities to provide feedback or coaching support to a staff member or team in relation to progress made towards agreed performance objectives and on areas requiring implementation; and (cc) A staff member or team may request feedback and support at any time during the performance cycle.

(c) Review and evaluation	(i) Mid-year review must occur at the end of the second quarter. The details of the engagement	(aa) The supervisor must set up a formal mid-year evaluation with a staff member or team within one (1) month after the end of quarter two (2), inclusive of formal documented engagement to provide feedback on
Phase	Timeframe	Activities
	<p>must be in writing; and</p> <p>(ii) Annual performance evaluation must occur at the end of the fourth quarter (after the end of performance cycle); and</p> <p>(iii) Annual performance must occur within 60 days after the end of performance cycle. The details of the performance evaluation must be must be in writing clearly outlining the staff member's career development needs.</p>	<p>targets achieved to date of a staff member or team;</p> <p>(bb) At mid-year review, interventions and corrective actions must be identified in relation to achievement /underachievement of performance outputs/ outcomes;</p> <p>(cc) During annual performance evaluation, each staff member must be afforded an opportunity to complete self-rating and provide evidence to support ratings;</p> <p>(dd) The supervisor must set up the formal final performance evaluation with a staff member or team after the end of the fourth quarter;</p> <p>(ee) The final performance evaluation scores must be recorded as a formal engagement between the staff member and supervisor; and</p> <p>(ff) The supervisor must formally provide verbal and written performance feedback to the staff member or team.</p>
(d) Reward and recognition	<p>(i) After the formal annual performance assessment; and</p> <p>(ii) After moderation by the Municipal Moderation Committee and approval by municipal manager.</p>	Rewards shall be dealt with as stipulated in chapter 4 of the Regulations.

Planning

2. (1) During the planning phase-

- (a) the supervisor and staff member must jointly identify organisational, departmental as well as the performance expectations of a staff member or team and secure the staff member or team's commitment to achieve the performance expectations;
- (b) the supervisor must explain to the staff member how the performance agreement and PMDS operates;
- (c) all staff members, including management, must be capacitated through training on—
 - (i) what the process entails;
 - (ii) why the municipality uses the PMDS process;
 - (iii) how the PMDS works, including the phases, purpose of linkage with the competency framework and how performance of competencies are measured;
 - (iv) the expectation from a staff member in a specific role; and
 - (v) when performance will be evaluated and reviewed;
- (d) the municipality must ensure that every supervisor has undergone training to acquire the relevant coaching skills needed for ongoing implementation of the PMDS;
- (e) the supervisor and staff member must develop a performance agreement wherein the performance standards will be defined in terms of quality, quantity, time and process. The following documents can assist—
 - (i) the staff member's job description;
 - (ii) the IDP and departmental SDBIP;
 - (iii) the supervisor's performance agreement, where applicable;
 - (iv) the staff member's previous year performance assessment, where applicable; and
 - (v) any other document considered relevant to the process;
- (f) planned KPAs, KPIs and targets as contained in the performance agreement must meet the SMART criteria as outlined in the table below—

S	Specific, clear and understandable.
M	Measurable in terms of quantity, and, if possible, quality, money, and time. It must be possible to determine whether the activity took place and to decide how well it was done.
A	Attainable in that the activities to be performed have been agreed upon and must be within the capabilities and under control of the staff member.
R	Relevant in that each task should be related directly to the functional areas or specific projects assigned to the staff member.
T	Time-based in that the supervisor and staff member should be able to track progress against specified target dates and timeframes and assessment can take place within the annual reporting cycle of the performance agreement.

- (g) Job specific competencies can be selected from the relevant occupational streams as prescribed in the Local Government: Competency Framework

attached to the Regulations as Annexure A, including any other specific functional competency requirements as may be identified;

- (2) The following documents will assist in the performance planning process—
- (a) performance agreement (Annexure A); and
 - (b) monitoring, coaching, feedback and review (Annexure B).

Monitoring, coaching and feedback

3. (1) Effective performance monitoring, coaching and feedback must be monitored continuously throughout the performance cycle.
- (2) Performance monitoring, coaching and feedback involve ongoing collaborative engagements between the supervisor and staff member or team aimed at improving a staff member's skills and competencies to meet or exceed the set standards of performance through—
- (a) observation, motivating and encouraging the staff member;
 - (b) frequent and infrequent exchanges of feedback about the staff member's performance;
 - (c) regular evaluation of whether the staff member performs according to the set objectives as outlined in the performance agreement;
 - (d) formal coaching and informal performance evaluation sessions;
 - (e) reinforcing the discussions that took place during the planning phase culminating in the performance agreement;
 - (f) affording the supervisor the opportunity to encourage the development of the staff member or team;
 - (g) proactive identification of challenges and solutions to enable achievement;
 - (h) identification of accomplishments or challenges by the staff member or team that have been resolved, which otherwise may not have come to the supervisor's attention;
 - (i) coaching that reinforces effective performance or brings the performance of the staff member closer to the expected standards; and
 - (j) a staff member or team who participated in several coaching sessions being aware of what is required of him or her to meet performance outcomes.
- (3) A municipality must ensure that every supervisor has received adequate training in performance coaching processes and is capable of effectively assessing progress and evaluating the performance of staff or team.
- (4) Development needs of staff identified during performance monitoring and coaching processes must be evaluated and addressed to encourage good performance, improves job-related skills and competencies that support staff to keep up with changes in the workplace.

Mid-year performance review

4. (1) The mid-year performance review—
- (a) is a formal bi-annual performance appraisal where a staff member or a team is given feedback on his or her performance;
 - (b) must be recorded;
 - (c) offers an opportunity—
 - (i) between the supervisor and staff member to assess the staff member or team's performance against set performance objectives;

- (ii) for the supervisor to monitor, coach and provide feedback to ensure effective performance;
- (iii) for the supervisor and staff member to—
 - (aa) jointly identify performance challenges and agree on solutions to overcome identified challenges;
 - (bb) agree on developmental needs of the staff member and address such needs;
 - (cc) review the performance targets resulting from workplace changes beyond the staff member or team's control; and (iv) to reinforce good performance.
- (2) If the review of the performance agreement is warranted—
 - (a) the Regulations and item 2 of these Guidelines apply;
 - (b) the mid-year performance review will be based on the existing performance agreement;
 - (c) the amended performance agreement or addendum must be co-signed by the supervisor and staff member; and
 - (d) a record of the amendments must be kept for purposes of annual performance assessment.

Annual performance evaluation

5. (1) The objectives of the performance evaluation are to —
 - (a) formally discuss the performance outcome achieved by the staff member against agreed performance indicators and targets based on the work performed during performance cycle of 12 months;
 - (b) rate the performance of a staff member or team against each measurable KPI using the five-point rating scale;
 - (c) recognise positive achievements and provide feedback on unsatisfactory performance; and
 - (d) identify areas of improvement and develop action plans to be included in personal development plans to address identified areas for improvement.
- (2) Every staff member or team must be subjected to annual performance assessment at the end of the performance cycle of a municipality.
- (3) The annual performance evaluation must be preceded by the staff member's self-rating against predetermined objectives, and where necessary supported by portfolio of evidence.
- (4) Rating entail evaluating the staff member or team's performance against performance standards in a staff member's performance plan and assigning a numeric rating for each KPI.
- (5) The supervisor and staff member must—
 - (a) formally and objectively confirm the staff member's performance outcomes against agreed KPAs, KPIs and job specific competencies;
 - (b) rate the performance of each staff member or team against each measurable KPI and job specific competencies using the 5-point rating scale;
 - (c) recognise positive achievements;
 - (d) identify deficient performance;
 - (e) identify the staff member's developmental needs, which will inform the

Personal Development Plan of the staff member; and (f) sign the final annual performance assessment.

(6) At the end of the performance cycle a rating scale is used which has a bearing on rewarding and recognising performance above fully effective.

(7) The supervisor must submit the final annual performance assessment, performance scores and any related evidence supporting performance to Human Resources.

(8) Performance ratings for KPAs and competencies are calculated using the 5point rating scale —

(a) KPA ratings are calculated where individual ratings have been assigned to each KPI using the five-point rating scale;

(b) No rounding of calculations is allowed and 2 decimal points must be used;

(c) The table below reiterates the 5-point rating scale applied to score overall performance—

Level	Terminology	Description
5	Outstanding performance	Performance far exceeds the standard expected of a staff member at this level. The appraisal indicates that the staff member has achieved above fully effective results against all performance criteria and indicators as specified in the Performance Agreement and Performance Plan and maintained this in all areas of responsibility throughout the year.
4	Performance significantly above expectations	Performance is significantly higher than the standard expected in the job. The appraisal indicates that the staff member has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.
3	Fully effective performance	Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the staff member has fully achieved effective results against all significant performance criteria and indicators as specified in the Performance Agreement and Performance Plan.
2	Performance not fully effective	Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the staff member has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the Performance Agreement and Performance Plan.

1	Unacceptable performance	Performance does not meet the standard expected for the job. The review/ assessment indicates that the staff member has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the Performance Agreement and Performance Plan. The staff member has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.
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ANNEXURE H: TEAM BASED PERFORMANCE

A supervisor working in collaboration with individual team members must—

- (a) rate the performance of a staff member working within a team-based performance arrangement; and
- (b) identify challenges relating to individual staff member(s) working within a team and identify appropriate interventions aimed at improving the staff member's performance.

(2) The following templates will assist in the PMDS process —

- (a) team registration Annexure N; and
- (b) team performance agreement Annexure O.

(1)

ANNEXURE I: PERFORMANCE EVIDENCE

The submission of evidence is subject to the following—

- (a) during the planning phase, agreement must be reached on what evidence is to be used with the aim of minimising time and effort; and
 - (b) evidence must be gathered during the course of the performance cycle as this will inform and substantiate the scores according to the rating scale.
- (2) The staff member or team must gather, collate and present evidence against the measurable KPIs and, where applicable, job specific competencies as contained in the performance agreement—
- (a) it is particularly important to ensure that evidence is gathered during the performance cycle in preparation for the mid-year performance review and annual performance evaluation, as it will be used to substantiate scores related to achievement of KPIs and job specific competencies; and
 - (b) the ultimate accountability for the submission of the portfolio of evidence rests with the staff member or team being evaluated.
- (3) The nature of work must determine the type of evidence that should be provided. This may, inter alia, include—
- (a) official records;
 - (b) confirmation by a supervisor;
 - (c) confirmation by other stakeholders such as letter from a government department; and
 - (d) inspection or viewing of evidence by supervisor such as filing system, memorandums, reports, etc.
- (4) A supervisor may, at the latest by mid-year review,—
- (a) accept other evidence that substantiate achievement of KPIs or competencies and
 - (b) assist the staff member or team to obtain such evidence.

ANNEXURE J: PERFORMANCE MODERATION COMMITTEE

The Municipal Performance Moderation Committee— (a)

must be duly constituted by the municipal council;

(b) may, to the extent possible, be constituted as follows—

- (i) municipal manager or his or her delegate who will act as the chairperson;
- (ii) all heads of departments of a municipality;
- (iii) manager responsible for PMDS;
- (iv) manager responsible for organisational development;

-
- (1)
 - (v) manager responsible for organisational performance;
 - (vi) a representative from finance, where applicable; (vii) a representative from governance, where applicable; and (viii) a representative from audit, where applicable.
 - (2) Departmental representatives—
 - (a) will be invited to attend the performance moderation committee to present on the results of their respective departments;
 - (b) must be on senior management level; and
 - (c) may request a specialist on the departmental performance management to provide technical advice where needed.
 - (3) Members should collectively possess the necessary expertise and must demonstrate knowledge and competencies—
 - (a) local government;
 - (b) municipal human resource environment;
 - (c) corporate governance practices;
 - (d) corporate strategy;
 - (e) performance management and development system;
 - (f) human capital management;
 - (g) organisational development;
 - (h) financial management;
 - (i) business management; (j) operations management; and (k) leadership.
 - (4) The main objectives of the committee are to—
 - (a) ensure fair and consistent application of the PMDS;
 - (b) ensure that the integrity of the PMDS is protected;
 - (c) ensure that performance is evaluated consistently;
 - (d) ensure that individual ratings reflect the overall performance of the department;
 - (e) advise on financial affordability for the municipality; and
 - (f) recommend performance rewards to the municipal manager for approval.
 - (5) The committee may—
 - (a) develop and approve the terms of reference;
 - (b) review the performance management and development system across the municipality and make recommendations regarding implementation;

- (c) monitor the performance evaluation process by obtaining an overall sense of whether norms and standards are being applied realistically and consistently both horizontally and vertically across the municipality;
- (d) determine the overall performance of departments and align that with summary results based on individual performance;
- (e) moderate scores of a department(s) or a unit;
- (f) recommend reward levels for performance;
- (g) make recommendations regarding actions to be considered where supervisors do not implement the system properly;
- (h) provide oversight in terms of the application of the PMDS;
- (i) prepare a comprehensive report, based on its observations, reflecting performance of staff members or teams and the applicable reward levels; and
- (j) ensure that the minutes and supporting information on matters dealt with by the panel, shall be available for examination upon authorisation by the municipal manager.

Blouberg Municipality



ANNEXURE K: MANAGING SUBSTANDARD PERFORMANCE

Purpose

1. (1) These procedures are intended to—
 - (a) create an enabling environment to facilitate effective performance by the staff members;
 - (b) provide the staff members with access to skills development and capacity building opportunities in order to promote efficient and effective performance;
 - (c) provide remedial and developmental support to assist the staff members to deal with substandard performance; and
 - (d) ensure that the municipal council and staff members work collaboratively to generate solutions to problems and improve the performance of staff members.

Policy and principles

2. (1) These procedures must be read in conjunction with the Regulations.
 - (2) The Code of Good Practice provided for in Schedule 8 of the Labour Relations Act, 1995, constitutes part of these procedures, in respect of poor work performance. (3) The municipality must evaluate the staff member's performance by considering—
 - (a) the extent to which the substandard performance impacts on the work of the municipality and the achievement of municipal goals;
 - (b) the extent to which the staff member fails to meet the required performance standards set by the municipality;
 - (c) the extent to which the staff member lacks the necessary skills, competencies and expertise to meet the performance objectives and targets for his or her post as contained in the performance agreement; and
 - (d) the nature of the staff member's work and responsibilities.

Procedures for dealing with substandard performance

3. (1) If the municipality has reason to believe that a staff member is not performing in accordance with the minimum performance standards of his or her post, the supervisor must—
 - (a) convene a meeting to give feedback to the staff member on his or her performance;

- (b) furnish the staff member with reasons why it is necessary to initiate this procedure.
- (2) During the meeting contemplated in paragraph (a), the supervisor must—
 - (a) explain the requirements, level, skills and nature of the post;
 - (b) evaluate the staff member's performance in relation to the performance agreement;
 - (c) explain the reasons why the performance is considered substandard; and
 - (d) afford the staff member or his or her representative an opportunity to respond to the performance outcomes referred to in paragraph (c); and
- (3) After considering the staff member's reasons, the supervisor may, if necessary—
 - (a) initiate a formal programme of counselling and training to enable the staff member to meet the required standard of performance, which must include—
 - (i) assessing the time that it will take for the staff member to deal with substandard performance;
 - (ii) establishing realistic timeframes within which the staff member is expected to meet the required performance standards; and
 - (iii) identifying and providing appropriate training for the staff member to reach the required standard of performance.
 - (b) establish ways to address any factors that may affect the staff member's performance that lie beyond the staff member's control.
- (4) If the staff member fails to meet the required performance standard for the post after being subjected to a formal programme of counselling and training as contemplated in paragraph (3), the supervisor, may—
 - (a) regularly evaluate the staff member's performance; or
 - (b) provide further remedial or developmental support to assist the staff member to eliminate substandard performance.
- (5) If the staff member's performance does not improve after he or she received appropriate performance counselling and the necessary support and reasonable time to improve his or her performance as contemplated in paragraph (4), or he or she refuses to follow a formal programme of counselling and training contemplated therein—
 - (a) the supervisor, must bring the allegations of substandard performance against the staff member to the attention of the municipal manager in the form of a report.
 - (b) the supervisor, must table the report contemplated in subparagraph (a) before the municipal manager.
- (6) If the municipal manager is satisfied that sufficient evidence exist to institute disciplinary proceedings against the staff member on the basis of the alleged substandard performance the municipal manager, must furnish the staff member with written reasons why it is necessary to initiate this procedure in accordance with applicable procedures.

ANNEXURE L: PERFORMANCE AGREEMENT FOR INDIVIDUALS

Blouberg Municipality



Performance Agreement			
Performance cycle			
Department:			
Section / Unit:			
Staff member name and surname:			
Staff member designation, payroll number and level	Designation	Payroll number	Level
Functions	Short description of the staff member's function.		
Staff member signature			Date:
Supervisor Name and Surname:			
Supervisor's Signature:			Date:

KPA /JSCs Weighting	KPIs/JSCs	Baseline (where applicable)	Targets ¹	Evidence
1. [Insert KPA here]				

KPA /JSCs Weighting	KPIs/JSCs	Baseline (where applicable)	Targets ¹	Evidence
30%	1.1 [Insert KPI here]	[Existing or new where applicable]	1 ² = [insert SMART Targets here] 2 ³ = 3 ⁴ = 4 ⁵ = 5 ⁶ =	
	1.2			
	1.3			
2. [Insert KPA here]				
30%	2.1			
	2.2			
	2.3			
	2.4			
3. [Insert KPA here]				
20%	3.1			
	3.2			
80%	Total			
Job Specific Competencies (JSC)				

¹ The targets of every KPI must be expressed as one (1) to five (5).

² Target 1 indicate **unacceptable performance**.

³ Target 2 indicate **performance not fully effective**.

⁴ Target 3 indicate **fully effective performance** i.e. that performance meets the standard expected in all areas of a job and that the KPI has therefore been achieved.

⁵ Target 4 indicate **performance significantly above expectations**. ⁶

Target 5 indicate **outstanding performance**.

	10%	[Insert here]		1 = 2 = 3 = 4 = 5 =	Add where applicable for competencies
	5%	[Insert here]			
	5%	[Insert here]			
20%		Total			
Supervisor Signature:				Staff member Signature:	
Date:				Date:	

ANNEXURE M: COACHING AND REVIEW

Coaching and Review									
		Staff member / Team input on progress ⁶		Supervisor's input on progress		Comments	Year-end Review Scores	Signatures	
		Mid-year review	Final review	Interventions	Staff member / Team rating			Staff member's Signature	Managers Signature
KPA 1	KPI								
	1.1								
	1.2								
	1.3								
KPA 2	2.1								
	2.2								
	2.3								
	2.4								
KPA 3	3.1								
	3.2								
JSC	1								

⁶ Formal review must take place mid-year and year-end

JSC	2								
JSC	3								
Staff member / Team Supervisor Signature:									
Date:									
Supervisor Signature:									
Date:									

ANNEXURE N: TEAM REGISTRATION

Team Registration					
Performance Cycle					
Department:					
Section / Unit:					
Supervisor Name and Surname:					
Function : ⁷					
Team Members ⁸					
Names	Payroll Number	Designation:	Level	Staff Signature ⁹	Date
Supervisor's Signature: ¹⁰		Date:			

⁷ Add short description of the team function.

⁸ Team members may include a team supervisor.

⁹ All team members will sign on the team scorecard and the supervisor will sign this form on behalf of the employer.

¹⁰ If the team includes a team supervisor the supervisor above the team supervisor will sign on behalf of the employer.

ANNEXURE O: PERFORMANCE AGREEMENT FOR TEAMS

Bloubaerg Municipality



Performance Agreement for Teams				
KPA /JSCs Weighting	KPIs/JSCs	Baseline	Targets ¹¹	Evidence
[Insert KPA here]				
30%	3.3 [Insert KPI here]	[Existing or new where applicable]		
	3.4			
	3.5			
4. [Insert KPA here]				
30%	4.1			
	4.2			
	4.3			
	4.4			
5. [Insert KPA here]				
20%	5.1			
	5.2			
80%	Total			
Job Specific Competencies (JSCs)				

¹¹ The targets of every KPI must be expressed as one (1) to five (5).

	10%	[Insert JSC here]		1 = 2 = 3 = 4 = 5 =	Add where applicable for competencies
	5%	[Insert JSCs here]			
	5%	[Insert JSCs here]			
	20%	Total			
Team Members Names:				Payroll Number:	
Supervisor Signature:			Team Supervisor:		
Date:			Date:		