

# **SUCCESSFUL SKILLS PLANNING AND REPORTING IN SOUTH AFRICAN MUNICIPALITIES**

**A WORKSHOP FOR SKILLS DEVELOPMENT  
FACILITATORS**

**Developed by**



**January 2008**

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# About this Workshop

The Local Government SETA (LGSETA) has recently introduced a new template for skills planning and reporting. The template comes with a Guideline, which takes you through the template in detail. The purpose of this workshop is to support Skills Development Facilitators (SDFs) in Municipalities to use the template in their workplaces. The workshop contains additional information on completing the template, as well as an introduction to implementing an improved approach to skills planning and reporting in your Municipality.

Throughout the workshop material, you will find a number of icons:



When you see this icon, you know that you have to write something



This icon shows that we are referring to the electronic version of the template



And this icon refers to the Planning and Reporting Guidelines



This icon refers to a checklist or similar document that you can use in the planning and reporting process



This icon refers you to further assistance or additional information

You will see that, after some of the exercises, you are requested not to turn over the page. This is because the 'answers' to the questions that you are asked are generally provided in the text over the page. We are trusting you on this – just know that the workshop experience will be much more fruitful for you if you do the exercises as you are requested, and then discuss the answers with your workshop facilitator.

We hope that you enjoy this workshop, and look forward to your active participation and feedback, both during and after the programme.

**- Have Fun -**

## Section 1: About the new LGSETA Template



Open up the template on your laptop and work with the person sitting next to you to go through the new template, and then answer the questions that follow



List 3 things that you notice are different about the new template:

- 1.
- 2.
- 3.

What worries you about the new template? And how do you think that you can overcome these concerns?

How do you think the new template will assist you in improving your approach to skills planning and reporting in your municipality?

**Please do not turn over the page**

## 1.1 Changes to the Template

1. The major change that you will notice in the new Planning and Reporting Template issued by the LGSETA is that it has combined both workplace skills planning and quarterly and annual reporting requirements into one document.
2. The use of macros and links means that you do need to complete and submit the template in the electronic format – it will be virtually impossible to complete this template by hand.
3. We have used new employment categories and sub-categories throughout the template – this is in line with Department of Labour requirements
4. There is now an Executive Summary of both the WSP and the Annual Training Report – these reports are automatically generated from information that you insert in the plan and report.
5. Other new sections include:
  - ↪ Section 4.5 – Information on the number of 18.2 learners given structured work experience.
  - ↪ Section 9 – Proposed training interventions for the unemployed
  - ↪ Section 10 – Critical and scarce skills
  - ↪ Section 11 – ABET training

## 1.2 What could be of concern (and some solutions!)

1. As stated above, the template needs to be completed in Excel – if you are not yet confident in Excel, you need some training! Find a training provider in your area, and show them the template, requesting a training programme that will specifically enable you to work with the template (i.e. the learning outcome of your training must be to “complete the LGSETA Planning and Reporting template”.) Depending on your level of experience, you may need to complete an introductory Excel training programme first, so that you understand how Excel works. If you have

some experience, it may be that you just need to build your confidence – play around with the template (remembering to save it under a new name) – often that's the best way to learn!

2. The new occupational categories mean that you might have to adjust your HR data system to report in these categories – there's more information on this in Section 5.2 below.
3. You will need to introduce a new and improved approach to skills planning and reporting – this workshop should help you to do this!
4. The 'critical and scarce skills' section looks a bit intimidating – explanations on working through this section are included in the Guideline and in this workshop. Remember that this is very important information that the Department of Labour is trying to collect to ensure that South Africa has the skills that it needs to continue to grow and prosper.



Remember that the LGSETA Provincial Office is there to help you to complete the Workplace Skills Plan and Report. Write their name and contact details below to make sure that you are able to get hold of them if you need assistance!

Name: \_\_\_\_\_

Number: \_\_\_\_\_

e-Mail: \_\_\_\_\_

### 1.3 How the new template will assist you

Workplace skills planning and reporting is not just about submitting a document so that you can get your skills levy-grant from the LGSETA – it is about building an understanding amongst all stakeholders in your workplace about the importance of properly skilled people in achieving your organisational objectives. Municipalities have a critical role to play as they

are the 'coal face' of service delivery in South Africa, and without people with the proper skills, we are never going to achieve our national goals. The new template should enable you to introduce a substantive and effective approach to skills planning and reporting that will ensure that your municipality is better able to deliver on it's commitment to the communities which it serves.

## Section 2: Understanding Skills Planning and Reporting



Work with the person sitting next to you to answer the questions that follow:

What is skills planning?

What other planning processes take place in our Municipality?

How does skills planning fit into these other planning processes?

Why is reporting important?

**Please do not turn over the page**

## 2.1 What is Skills Planning?

If planning can be defined as “(t)he process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals”<sup>1</sup>, then skills planning is about setting goals for human resource development, developing strategies, and outlining tasks and schedules to enable us to achieve those human resource development goals.

Skills planning is central to the improvement of our overall skills levels in South Africa – we need to know what skills we require (our goals) and develop strategies, tasks and schedules to ensure that we build those skills. Similarly, in a municipality, we need to know “**who needs training in what?**” in order to deliver on our Integrated Development Plan objectives. This is the central question that you will need to answer in submitting your Workplace Skills Plan.

In South African workplaces, the skills planning process is distilled into the Workplace Skills Plan (WSP). The LGSETA has this to say about WSPs:

“The Workplace Skills Plan is the key strategic planning document relating to workplace training, career pathing, and employment equity for the municipality. The Workplace Skills Plan (WSP) must relate to the key municipal IDP objectives, and to the priority training areas identified in the sector skills plan. The WSP details the training planned by a municipality in a given financial year.”<sup>2</sup>



Have you visited the LGSETA website? Go to [www.lgseta.co.za](http://www.lgseta.co.za) – its got tons of useful stuff!

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<sup>1</sup> <http://www.investorwords.com/3710/planning.html>

<sup>2</sup> <http://www.lgseta.co.za>

## 2.2 Other Municipal Planning Processes

### 2.2.1 The Integrated Development Plan

The key planning process in any Municipality in South Africa is the Integrated Development Plan (IDP) process.

“Integrated development planning is one of the key tools for local government to tackle its new developmental role. In contrast to the role planning has played in the past, integrated development planning is now seen as a function of municipal management, as part of an integrated system of planning and delivery. The IDP process is meant to arrive at decisions on issues such as municipal budgets, land management, promotion of local economic development and institutional transformation in a consultative, systematic and strategic manner. Integrated Development Plans, however, will not only inform the municipal management; they are also supposed to guide the activities of any agency from the other spheres of government, corporate service providers, NGOs and the private sector within the municipal area.”<sup>3</sup>

Essentially, IDPs are the Municipality's overall strategic and operational plan – they describe in detail what the Municipality needs to achieve in order to meet the expectations of the communities that it serves. IDPs are a critical point of information for effective skills planning in Municipalities.



If you want to know more about IDPs, see the IDP Guide Pack published by the DPLG (web address below). More importantly, ask the IDP co-ordinator at your Municipality for a copy of your IDP (if you haven't already seen it!)

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<sup>3</sup> From the Foreword to the DPLG's Guide Pack (Version V), to be found at <http://www.thedplg.gov.za/subwebsites/publications/idp/guide%20v.pdf>

## 2.2.2 The Employment Equity Plan

According to Section 20 of the Employment Equity Act, “all employers must prepare and implement an employment equity plan, which will help to reach employment equity in their workplace. Employment equity plans must show –

- ↪ objectives for every year;
- ↪ affirmative action measures that will be implemented;
- ↪ where black people, women and people with disabilities are not represented –
  - numerical goals to reach this;
  - timetables; and
  - strategies;
- ↪ timetables for annual objectives;
- ↪ the duration of the plan (not shorter than a year or longer than 5 years);
- ↪ procedures that will be used to monitor and evaluate the implementation of the plan;
- ↪ ways to solve disputes about the plan; and
- ↪ people responsible for implementing the plan.”<sup>4</sup>



To learn more about Employment Equity, go to the Department of Labour’s website ([www.labour.gov.za](http://www.labour.gov.za)) and click on the Employment Equity link.

## 2.2.3 The Budget

The budget is one of the most important planning documents, as it outlines how your municipality will pay for the services that you need to deliver. The budget is informed by the IDP, and will inform your WSP.

## 2.3 How does skills planning fit into these other planning processes?

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<sup>4</sup> [http://www.labour.gov.za/basic\\_guides/bgguide\\_display.jsp?id=5854&programme\\_id=2670](http://www.labour.gov.za/basic_guides/bgguide_display.jsp?id=5854&programme_id=2670)

- ↪ The IDP tells us what goals we have to achieve as a Municipality – the WSP tells us who needs training in what in order to achieve those goals.
- ↪ The EE Plan tells us what our employment equity objectives are – the WSP shows how we will train people from the designated groups (black people, women and people with disabilities) to ensure that they are able to take up opportunities that may have been denied them in the past due to unfair discrimination.
- ↪ The budget tells us how much money we have to spend on training interventions

## 2.4 Why is reporting important?

It's all very well to develop detailed plans, but unless we also develop reports, we will never know whether we have achieved what we set out to do! Measurement of performance is an increasingly important concept in the South African Government – we need to tell the people who we serve how we are doing in meeting their expectations. Reporting also helps us to identify where we are going wrong, or not proceeding at the pace that we anticipated. This means that we can take corrective action, and prevent small problems becoming big problems!



Did you know that the South African Government is one of the few governments **in the world** that publishes reports on its progress every two months? Go to [www.gov.za](http://www.gov.za) and click on the button that says "Programme of Action". Here you will find the key deliverables and reports on the achievement of those deliverables, in each of the main government clusters – local government falls into the 'Governance and Administration' cluster.

### Section 3: Getting the Basics Right

There are certain 'minimum requirements' that you need to have in place before you can even begin to implement a comprehensive approach to skills planning and reporting:



Work with the person sitting next to you to list what you think are some of these basic requirements – without these things, skills planning and reporting will be virtually impossible:

1.	_____
	_____
2.	_____
	_____
3.	_____
	_____
4.	_____
	_____
5.	_____
	_____
5.	_____
	_____

**Please do not turn over the page**

Before you can even begin skills planning and reporting, you need to make sure that you have the following in place:

1. The municipality has appointed a Skills Development Facilitator (SDF), and that SDF has been registered with the LGSETA Provincial Office. (The registration ensures that the municipality is kept up to date with all skills development initiatives.) Note that even if a municipality has decided to use an outside consultant to do much of the workplace skills planning and reporting activities, a municipal employee must still be designated the Skills Development Facilitator.
2. The municipality has appointed a Training Committee. (See the organisational rights agreements on [www.salgbc.org.za](http://www.salgbc.org.za) and the LGSETA SDF Toolkit for more information on Training Committees)
3. The municipality has developed a Human Resource Development (HRD) policy.
4. The municipality has an up-to-date Human Resource database, containing accurate information on municipal employees. Note that this does not need to be a complex IT system, but it must be accurate!
5. The municipality has an up-to-date IDP and Employment Equity Plan
6. The municipality is registered to pay the Skills Development Levy with the South African Revenue Service (SARS). In terms of the Skills Development Legislation, all workplaces are required to pay 1% of their total payroll to SARS as a Skills Development Levy. They can then recover a percentage of this levy payment in the form of grants from their SETA. Municipalities should note that, at their 2003 HR Conference, the South African Local Government Association (SALGA) passed the following resolution in relation to this 1% levy: *"SALGA endorses the need for municipalities to combat skills challenges beyond legislative compliance, to which all affected municipalities are to budget more than the 1% stipulated for employees and take on the broader skills demands of the IDPs and economic development."*
7. The SDF has received the updated LGSETA Planning and Reporting Template and Guideline

## **Section 4: The Skills Planning & Reporting Process**

One of the critical things that we need to understand about workplace skills planning is that planning is a process and not an event! At the LGSETA, we understand that your focus is often simply on 'filling in the form' – completing the WSP template so that you are in compliance with the regulations and are able to claim your mandatory grant. However, while it is undeniable that the WSP is a 'grant release mechanism' i.e. we use it to release your mandatory grant, it is so much more than that.

The LGSETA planning and reporting template has been designed to assist you to better understand and plan for skills development in your municipality. One of the key tenets of the skills development legislation introduced in South Africa in 1996 is to enable workplaces to better predict their skills requirements against their organisational goals – we need to know what the organisation is going to do, and what skills are needed to enable the organisation to do those things. This ensures that we are spending our valuable training budgets on the training that matters most to the organisation – we are not 'training for the sake of training', but are rather building the skills in our municipality which are necessary to provide the services that we need to provide to our communities.

This workshop aims to introduce you to the planning process that you should be undertaking in your municipality on an annual basis, to ensure that, not only is your workplace skills plan template completed properly, but that you have clearly and effectively identified the skills that you will need in your municipality. Because the process described is a participative one, you should also have built commitment to training and development amongst employers and employees.

### 4.1 The Planning & Reporting Calendar

The planning and reporting process described in the calendar is a proposal only – you will need to adapt it to meet your Municipality's overall planning and reporting activities. The timing will also depend on the size of your municipality – the times given here are for a medium-sized municipality: you may require more or less time. Two important lessons need to be taken from this calendar:

1. Planning and reporting is a continuous process
2. You can't begin the WSP process the month before the WSP is due!

There are five major steps in the planning and reporting cycle for Municipalities:

Planning		Reporting	
1. Preparation	Nov	4. Quarterly Reporting <b>(Optional)</b>	Sept, Dec, March
2. Analysis & Planning	Dec - Mar		
3. Finalisation	Apr - June	5. Annual Reporting	May/June
<b>Implementation</b> (ongoing)			

Each of these steps has a number of activities in it, which are detailed in the calendar over the page, and later on in this chapter. Again, these steps are generic, and you may need to add in some depending on the state of skills development planning and reporting in your municipality.

Note that this calendar begins in November, as that is when the work for your WSP should begin!

	Week 1	Week 2	Week 3	Week 4
November	SDF to ensure is familiar with Template & Guideline; develop a programme of action for completing WSP		✘ Present PoA to senior management & Training Committee	SDF to analyse HR data to ensure is in the correct format
		SDF to ensure that all providers for second half of year are contracted		
December	SDF to meet with IDP co-ordinator to review IDP & conduct preliminary analysis			
	Optional - Collect data for second quarterly report		✘ Optional - Second quarterly report submitted to Training Comm & snr mgt	
January			SDF to meet with EE co-ordinator to review EE Plan and to identify training opportunities	SDF to meet with Disability Co-ordinator to identify training opportunities
February	SDF to meet with line managers to analyse skills needs against IDP and identify critical and scarce skills.			SDF to meet with LED co-ordinator to identify training for unemployed

	Week 1	Week 2	Week 3	Week 4
March	SDF to develop draft training plan		✘ Draft training plan presented to Training Comm & snr mgt	
	Optional - Collect data for third quarterly report		✘ Optional - Third quarterly report submitted to Training Comm & snr mgt	
April	SDF to research training opportunities, vendors & costs, and develop procurement plan			
			Collect data for Annual Report	
May	SDF to procure (but not contract) providers (TBC end-June)	SDF to complete balance of WSP		
			SDF to develop Annual Report	
June	✘ WSP presented to Training Comm & snr mgt	✘ WSP presented to Council	Finalise WSP	✘ Submit WSP to LGSETA on 30 <sup>th</sup> June
	✘ Annual report presented to Training Comm & snr mgt	✘ Annual report presented to Council	Finalise Annual Report	✘ Submit Annual Report to LGSETA on 30 <sup>th</sup> June

	Week 1	Week 2	Week 3	Week 4
July	✘ Financial Year begins	SDF to ensure that all providers for first half of year are contracted	SDF to circulate training plan to all management & employees	
August				
September				
	Optional - Collect data for first quarterly report		✘ Optional - First quarterly report submitted to Training Comm & snr mgt	
October				

## 4.2 The 5 Steps in Detail

	WHAT	WHEN	INFO WILL BE USED FOR:	FURTHER RESOURCES IN:
Step 1 - Preparation	SDF to familiarise him/herself with template and guideline. Speak to the LGSETA if you have any concerns or questions	Mid-November	Not applicable	Not applicable
	SDF to develop a 'programme of action' for putting together the WSP. SDF to present to senior management and the Training Committee	Mid-November	Not applicable	Section 5.1
	SDF to analyse data available on HRD database – check that it is in the required format ( <i>HR Department to update/re-align database IF REQUIRED, by end-May</i> )	End-November	Sections 4.1 – 4.6, 5.1, 10.1, and 11 of the Template	Section 5.2

**Step 2 – Analysis & Planning**

SDF to meet with IDP co-ordinator to review IDP and conduct preliminary analysis	Mid-December	Section 6 of the Template	Section 5.3
SDF to meet with Employment Equity Co-ordinator to review EE plan and numerical goals; identify training opportunities	Mid-January	Section 6 of the Template	Section 5.3
SDF to meet with Disability Co-ordinator to identify training opportunities	End-January	Section 6 of the Template	Section 5.3
SDF to meet with line managers to analyse skills needs against the IDP, and identify critical & scarce skills	Mid-February	Section 6 of the Template	Section 5.3 and 5.4
SDF to meet with LED Co-ordinator to identify training opportunities for the unemployed	End-February	Section 9 of the Template	Section 5.5

	SDF to develop draft training interventions and present to Training Committee and to senior management	Mid-March	Section 6 of the Template	Section 5.6
Step 3 - Finalisation	SDF to research training opportunities, vendors, and costs, and prioritise training interventions	End-April	Sections 8, 9, 11 and 12 of the Template	Section 5.7 and 5.8
	SDF to complete balance of WSP	End-May	All sections of the Template	Section 5.9
	SDF to present completed WSP to Management and Training Committee, and to Council, and get sign off	Mid-June	Signatories	Section 5.10

Step 4 – Quarterly Reporting	If required, SDF to collect data for quarterly report, develop quarterly report, submit to Training Comm and senior management for approval	End-Sept, end-Dec, end March	Sections 3, 8 & 11 of the Template	Section 7.1
Step 5 – Annual Reporting	SDF to collect data for annual report, develop annual report, submit to Training Comm, senior management and Council for approval, and submit to LGSETA	End-June	Sections 1.4, 2, 3, 4.1, 5.1, 8, 9, 10.2, 11, 12, 13 & 14 of the Template	Section 7.2
Implementation	SDF to contract with providers	Mid-July, mid-Nov	N/A	Section 6.1
	SDF to develop & circulate training plan	End-July	N/A	Section 6.2

### 4.3 Developing your own Calendar



Working on your own, and using the generic calendar as reference, develop a calendar for your municipality for submission of your next WSP. Remember, you can only start from today's date (unless of course you have completed some of the activities already)

	Week 1	Week 2	Week 3	Week 4
November				
December				
January				

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>February</b>				
<b>March</b>				
<b>April</b>				
<b>May</b>				

	Week 1	Week 2	Week 3	Week 4
June				✘ Submit WSP to LGSETA on 30 <sup>th</sup> June
				✘ Submit Annual Report to LGSETA on 30 <sup>th</sup> June
July	✘ Financial Year begins			
August				
September				
October				

## Section 5: The WSP Development Process in Detail

### 5.1 Developing a Programme of Action

In order to ensure that you make the prescribed deadline for submitting your WSP (30<sup>th</sup> June), you need to make sure that you have carefully thought through all the steps involved in getting to that important date. And in order to win support for the skills planning process, you will need to communicate that programme of action to at least the Training Committee and senior management. Over time, you might also wish to communicate the programme of action to all employees, in order to make sure that everyone understands what is involved in developing a WSP, and the role that they play.

In developing a programme of action make sure that you:

- ↳ Take into account the realities on the ground in your municipality – how long will it really take to set up meetings, conduct those meetings, do the work required (what else have you got scheduled for that period) etc. Think about the other people that have to be involved in the process – don't schedule meetings with line managers during a period when they are going to be busy with their own processes.
- ↳ Check the dates of existing meetings – particularly for senior managers and Council – and work your presentations around that. For example, if the closest Council meeting to the submission of the WSP is the end of May, then you need to make sure that you have completed the WSP by then.
- ↳ Build in some time for delays and uncertainties – don't schedule the presentation of the WSP to Council for the 29<sup>th</sup> June! Make sure that there is time to make adjustments and corrections.



The template over the page can be used to develop a PoA. You will receive an electronic version of this template from your facilitator – adapt it to meet your needs.

In the “**Activity**” column you need to list all of the high-level activities that must be completed, in their logical order, to submit the WSP on time. There should be a logical progression from one activity to the next – no steps should be omitted and as far as possible the activities must be listed in the order in which they must take place. (Of course certain activities will take place simultaneously). Activities must be specific (clearly described). There must be no confusion as to whether or not a activity has actually been completed or not.

In the “**Duration**” column you need to fill in the time required to complete each activity, and the “**Start and End Dates**” columns contain the start and end dates for that activity. The duration refers to the total period of time that must be allowed to complete the activity, rather than the time period during which the responsible person will actually be working on it. For example, negotiating a contract with a supplier may only require 2 days of actual work, but it could take one month to get that work done. In this case the 2 days is the duration, and the start and end dates will reflect that one month. It is important to ensure that the time allowed is realistic. You, as the SDF, are making an advance commitment to this time standard, and will be held to it. It is also important that there is a logical progression between start and end dates for related activities. For example, if activity 3 must be fully completed before activity 6 can begin at all, then activity 3 cannot have an end date of January, and activity 6 a start date of December.

	<b>Activity</b>	<b>Duration</b>	<b>Start</b>	<b>End</b>	<input checked="" type="checkbox"/>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

## 5.2 Checking your HR Database

One of the key aspects of the WSP is presenting data on the employees in your Municipality. To do this, you need to use the HR database maintained by the Personnel/HR Department. The WSP requires that the employee data is reflected in a very particular way, and the database needs to be able to provide it.

The following information on each employee is required:

- ↪ Occupational Category, using the DoL's new Organising Framework for Occupations list



See Section 5 of the Planning and Reporting Guidelines for how these relate to the 'old' Employment Categories

- ↪ Job titles, which are matched to the job titles used for the Department of Labour's Scarce and Critical Skills information (Part 10.1 of the template)
- ↪ Work area, for SOCs 200 – 800



See Section 5 of the Planning and Reporting Guidelines for more information on work areas

- ↪ Race (African, Coloured, Indian and White)
- ↪ Gender
- ↪ Disability, using the Employment Equity Act definition of disability: "People with disabilities means people who have a long term or recurring physical or mental impairment which substantially limits their prospects of entering into, or advancement in, employment"
- ↪ Age
- ↪ Educational level (expressed in NQF terms)

In addition, the HR database must be able to provide information on the following:

- ↪ New recruits – race, age, gender, disability and employment category

- ↪ New labour market entrants – of the new recruits and also in terms of race, age, gender, disability and employment category
- ↪ Number of interns given structured work experience – in terms of race, gender, disability and work area
- ↪ Number of 18.2 learners given structured work experience – in terms of race, gender, disability and work area
- ↪ Number of employees who left the municipality – in terms of race, age, gender, disability, employment category and reason for leaving.



Use the checklist over the page to work with your Personnel/HR Department to make sure that all the information is available. If this information is not available, then the database will have to be updated/re-aligned. *You will need this updated information from the HR Department by the end of May at the latest, so make sure that they are able to meet this deadline.* See Section 5.2.1 below for assistance in aligning job titles with employment categories, if this is a problem in your municipality.

<b>Information Required for WSP</b>	<input checked="" type="checkbox"/>
Occupational categories	
Job titles	
Work areas	
Race	
Gender	
Disability	
Age	
Educational levels in NQF terms	
New recruits	
New labour market entrants	
Interns	
18.2 learners	
Employees who have left & reasons for leaving	

### 5.2.1 Matching Job Titles to Employment Categories

As discussed above, you need to place employees in the defined Employment Categories. The easiest way to do this is to look at your job titles. Some of this work has already been done for you:



Open up the template on your laptop and look at Section 10.1. This section gives a number of 'Occupation Names' (or job titles) in each of the Employment Categories. Also listed are alternative titles or specialisations. Most, if not all, of the job titles that you use in your municipality should appear here ....

And if they don't appear, try using these definitions of the OFO Employment Categories to slot them in:

SOC 100 Legislators	LEGISLATORS and ELECTED LEADERS <b>represent</b> the interests of people in constituencies as <b>elected</b> members of government and local government.
SOC 100 Directors and Corporate Managers	MANAGERS <b>coordinate</b> and <b>direct</b> functions of government, commercial, agricultural, industrial and non-profit enterprises and organisations, or departments or sections within them.
SOC 200 Professionals	PROFESSIONALS <b>perform analytical, conceptual and creative tasks</b> through the <b>application of theoretical knowledge and experience</b> in the fields of the arts, media, business, design, engineering, physical and life sciences, transport, education, health, information and communication technology, the law, social science and social welfare.
SOC 300 Technicians and Trade Workers	TECHNICIANS AND TRADES WORKERS perform a variety of <b>skilled tasks, applying broad or in depth technical, trade or industry specific knowledge</b> , often in support of scientific, engineering, building and manufacturing activities.
SOC 400 Community and Personal Service Workers	COMMUNITY AND PERSONAL SERVICE WORKERS <b>assist Health Professionals</b> in the provision of patient care, provide information and support on a range of social welfare matters, and <b>provide other services</b> in the areas of <b>aged and child care, education</b>

	<b>support, hospitality, defence, policing and emergency services, security, travel and tourism, fitness, sports and personal services.</b>
SOC 500 Clerical and Administrative Workers	CLERICAL AND ADMINISTRATIVE WORKERS provide <b>support</b> to managers, professionals and organisations by <b>organising, storing, manipulating and retrieving information.</b>
SOC 700 Machine Operators and Drivers	MACHINERY OPERATORS AND DRIVERS <b>operate machines, plant, vehicles and other equipment</b> to perform a range of agricultural, manufacturing and construction functions, <b>move materials,</b> and <b>transport passengers and freight.</b>
SOC 800 Elementary Workers	ELEMENTARY WORKERS perform a variety of <b>routine and repetitive physical tasks</b> using hand and power tools, and machines either as an individual or as part of a team assisting more skilled Workers such as Trades Workers, and Plant and Machine Operators.

Note that 'Skilled Agricultural and Fisheries Workers' has been removed from the list of possible Employment Categories. If you previously had employees in this category, you will need to re-assign them, using the definitions given above (they will probably be in either SOC 700 or SOC 800).

### 5.3 Analysing Skills Needs

This is probably the most important part of the WSP, and it's one which many SDF's struggle to complete. The result of this exercise is the completion of Section 6 of the WSP template:



Open up the template on your laptop and look at Section 6. Then work with the person sitting next to you to answer the questions that follow:



Why is this section so important?
What difficulties might we experience in completing this section?
Where should we start in completing this section?
Who else will we need to involve?

**Please do not turn over the page**

The section on identifying your skills needs against your municipal objectives, and then linking them to your employment equity objectives and sector skills priorities is critical because it demonstrates that you are not just 'training for the sake of training' but are rather identifying skills needs against your municipal objectives – you are asking “who needs training in what in order to meet our municipal objectives and reach our employment equity goals.”

This section might be difficult to complete if your IDP or Employment Equity plan are incomplete or unavailable. Managers might also be unaware of the contents of these plans. These are all fundamental questions about how your municipality works, and you will need to work with senior managers to address these problems.

The place to start in analysing your skills needs is for you to develop a full understanding of the IDP, and the skills requirements arising from the IDP. You can then move on to the EE Plan, and look at what skills implications emerge from that plan. You will also need to work with disability co-ordinator to understand what training can be provided to offer people with disabilities the opportunity to progress in your municipality. Finally, you will need to meet with line managers, and ask them to identify training needs in their section, against the municipal objectives and EE goals. These meetings should provide you with all the information that you need to complete Section 6 of the template, and to develop your training implementation plan.

It is critical that the IDP and Employment Equity managers or officials are involved in this process from the beginning. The Disability co-ordinator will also have to be involved. And then you need to include line managers – they are the people that really know what skills are needed in their units or sections. The Training Committee will also have an important role to play in discussing and confirming skills needs.



Have a look at Section 6 of the Guideline “Linking Skills Planning to Strategic Objectives”, and make sure that you are completely comfortable with the concept.

### 5.3.1 Conducting a Preliminary Analysis

As per the training calendar, you need to familiarise yourself thoroughly with both the IDP and the EE Plan. You will also need to meet with the Disability Co-ordinator. When conducting these preliminary analyses, you need to be asking the following questions:

<b>Of the IDP Co-ordinator</b>	<b>Of the EE Co-ordinator</b>
<p><b>?</b> What are the most critical IDP objectives for the forthcoming year?</p> <p><b>?</b> Do you think we will be able to achieve them? If not, why not?</p> <p><b>?</b> What skills do you think that our people will need to achieve these objectives? In other words, who needs training in what to achieve our objectives?</p>	<p><b>?</b> Where are the main gaps in our EE profile?</p> <p><b>?</b> What training interventions can be provided to assist in closing these gaps?</p> <p><b>?</b> Are there any specific groups that need to be targeted in relation to the provision of training?</p>
<p><b>?</b> Do we have all the information in the IDP to complete the first 3 columns of Section 6 of the template? (IDP objectives, municipal objectives, municipal measures of success) If not, how can we get this information?</p>	<p style="text-align: center;"><b>Of the Disability Co-ordinator</b></p> <p><b>?</b> Do any of our disabled employees require training to assist them to advance in their careers?</p> <p><b>?</b> Are there any other training requirements related to improving our ability to recruit people with disabilities?</p>

Write up your notes from these meetings, and keep them for your interviews with line managers. Remember that you will also have to read through and make sure that you understand both the IDP and the EE Plan.

### 5.3.2 Interviewing line managers

Line managers are often reluctant to get involved in skills development issues – they see training as being an ‘HR responsibility’. But they are the ones who really know what skills their staff need in order to do their jobs professionally and productively. Line managers also often tend to generalise about what training their staff need – they’ll say things like “All my staff need customer service training”, or “Everyone must go on a supervisor course”. Your job in these interviews is to pin them down, to find out exactly who needs training in exactly what, against your municipal objectives!

**You are also going to use these interviews to identify critical and scarce skills – see Section 5.4 below for more information on this aspect of the interviews.**

You can make these interviews easier by preparing for them. Use your notes from the interviews in the step described above, as well as your understanding of the municipality, to keep the discussion focussed on the line manager's direct area of work. You can also help by not using skills development jargon, like ‘outcomes’ or ‘NQF level’ or ‘unit standards’ – speak the language that the manager speaks – it is your job to then ‘translate’ this into the WSP format! Schedule the meetings at times which are convenient for line managers – you will probably need about an hour per manager to conduct the interview. Explain that you are collecting information about training needs in the municipality, in order to develop the Workplace Skills Plan and enable the municipality to improve its capacity to meet service delivery objectives. Also make sure that the managers understand that not all training that they request will be provided – training will depend on budget availability.



Use the template over the page in preparing for and conducting the interviews with line managers. You will need a separate table for each line manager. Add in rows as you need them!

1. Name of line manager:	
2. Section:	
3. Date of interview:	
4. IDP Objective:	<i>Write this in before the interview, including only those IDP objectives that are relevant to the manager being interviewed i.e. don't try talking to the Engineering Manager about Health objectives!</i>
4.1 Municipal objective & measure of success	<i>Write this in before the interview, including only those Municipal objectives and measures of success that are relevant to the manager being interviewed</i>
4.1.1 EE objectives related to this objective	<i>Write this in before the interview, including only those EE objectives that are relevant to the manager being interviewed</i>
4.1.2 Who, in your section, needs training in what in order to meet this objective?	<i>The answer to this question must be in general terms eg. 'All clerks need training in XYZ computer programme'; or '3 drivers need training in advanced driving skills' etc. Make sure that <u>all</u> the training needs are identified i.e. more than one group of people might need training if a particular objective is to be achieved. And for some objectives, no training may be required!</i>
4.1.3 What do they need to know & be able to do as a result of having been on this training?	<i>These are your 'outcomes' – the information that you are likely to give to training providers when commissioning training. Ask managers to describe exactly how they expect people to perform once they have been on the training – what they must be able to do. Try and avoid generic statement – if a manager says "they must be able to supervise people", ask him/her what s/he means by that, so that you are able to get a very clear understanding of the skills gap. They also describe the <u>measures of success</u> for the training objectives.</i>
4.1.4 Can this training be offered internally?	<i>Sometimes the most effective training takes place using a 'coaching' format, where someone experienced coaches another person in the skills required. Discuss whether this option is possible with the manager.</i>
4.1.5 Do you know of any training providers that we can use?	<i>People who work in specific fields often have an idea about the training providers working that area. Try and get contact details if possible.</i>
4.2 Municipal	<i>As above</i>

objective & measure of success	
4.2.1 EE objectives related to this objective	<i>As above</i>
4.2.2 Who, in your section, needs training in what in order to meet this objective?	<i>As above</i>
4.2.3 What do they need to know & be able to do as a result of having been on this training?	<i>As above</i>
4.2.4 Can this training be offered internally?	<i>As above</i>
4.2.5 Do you know of any training providers that we can use?	<i>As above</i>
5. IDP Objective:	<i>As above</i>
5.1 Municipal objective & measure of success	<i>As above</i>
5.1.1 EE objectives related to this objective	<i>As above</i>
5.1.2 Who, in your section, needs training in what in order to meet this objective?	<i>As above</i>
5.1.3 What do they	<i>As above</i>

	need to know & be able to do as a result of having been on this training?	
5.1.4	Can this training be offered internally?	<i>As above</i>
5.1.5	Do you know of any training providers that we can use?	<i>As above</i>
5.2	Municipal objective & measure of success	<i>As above</i>
5.2.1	EE objectives related to this objective	<i>As above</i>
5.2.2	Who, in your section, needs training in what in order to meet this objective?	<i>As above</i>
5.2.3	What do they need to know & be able to do as a result of having been on this training?	<i>As above</i>
5.2.4	Can this training be offered internally?	<i>As above</i>
5.2.5	Do you know of any training providers that we can use?	<i>As above</i>

The information that you collect in these interviews will assist not only with completing Section 6 of the template, but also Sections 8, 12, 13 and 14.



Working with the person sitting next to you, try and imagine what the skills development objectives might be for the IDP and Municipal Objectives listed in the table over the page. *(Note that these are examples only)*

IDP Objective	Operational Context Municipal Objectives		Enabling Context Training & Skills Development Objectives	
	Objectives	Measures of Success	Objectives	Measures of Success
Improve the ecological integrity of natural water courses	Rehabilitate the Dorpspruit Catchment area	Dorpspruit Catchment area meets international standards for natural water courses		
	Implement rainwater harvesting for irrigation	70% of peri-urban plots use rainwater harvesting for irrigation		
	Clear reeds in all natural water courses	100% of natural water courses are clear of reeds		
Reduce waste disposal through waste recycling	Implement waste separation at source in targeted areas	50% of urban areas are separating waste at source		
	Recycling buy-back centres established	10 buy-back centres established		
Improve level of service to Municipal Bus Transport users	Develop integrated fare and ticketing plan	Integrated plan implemented in 50% of bus zones		
	Ensure safety of passengers on buses	Crime on buses drops to 10% of users		

Provide tarred roads across the municipality	Tar all urban roads in the municipality	100% of urban roads tarred		
Ensure adequate stormwater infrastructure	Develop a comprehensive Stormwater Development & Management System	System approved by Council		
	Rehabilitate stormwater channels	Stormwater channels rehabilitated in 75% of urban areas		
	Address pollution of stormwater channels	All stormwater channels free of pollution		

## 5.4 Identifying Critical and Scarce Skills

This is a completely new section of the template, and one which the Department of Labour is particularly interested in! You will have read lots of newspaper articles about 'the skills shortage' in South Africa – what the DoL is trying to do is to understand better what that skills shortage looks like, and the information that workplaces provide through their SETAs is vital in building that understanding.



Have a look at Section 7 of the Guideline "About Scarce and Critical Skills", and make sure that you are completely comfortable with the definitions and concepts. In particular, you need to make sure that you understand the difference between a 'scarce skill' and a 'critical skill'. You also need to understand what makes a skill scarce.

As stated above, you should use your interviews with line managers to help you to complete Section 10.1 of the template. It is probably easiest if you take this template with you to the interview, and ask the manager about the occupation names linked directly to his/her area of work. The sections that you are going to be focusing on are the fourth, fifth and sixth sets of columns:

- ↳ Scarce and Critical Skills
- ↳ Planned Scarce Skills or Critical Skills Training Interventions
- ↳ Number of qualified people to be imported from outside South Africa

**(You will get the information for the first set of columns from your HR Department at a later date)**



Open up the template on your laptop and look at Section 10.1 – make sure you understand the questions that are being asked.

### 5.5 Identifying Training Opportunities for the Unemployed

Your LED co-ordinator is the person to meet with to discuss what training is planned to assist the unemployed in your municipal area. This information will be used for Section 9 of the WSP – use the template to guide the discussion with the LED Co-ordinator. Note that you also need to get an idea of the key target group to benefit from the training, and ideas as to what employment opportunities will be available to the trainees on completion of the training. Note that if your LED co-ordinator is unable to supply this information at the time of your meeting, s/he will have to collect it in time for the submission of the WSP – discuss and set deadlines for this!



Open up the template on your laptop and look at Section 9. Make sure that you are able to explain it to your LED co-ordinator.

### 5.6 Development of Draft Training Interventions

Having conducted your interviews, you now need to write them up. At this stage, concentrate only on completing Section 6 of the template (but make sure that you keep your notes from the interviews in a safe place as you will need to go back and refer to them.) Once you have done this, you need to present the results of your findings to the Training Committee and Senior Managers.



The sample agenda over the page can be used for these presentations – customise it to suit your needs.

## **Sample Agenda for Presentation of Draft Training Interventions**

1. Welcome and Introduction
2. Overview of process to date
3. The importance of linking skills planning to organisational objectives
4. Key IDP Objectives identified
5. Key Municipal Objectives and Measures of Success identified
6. Training interventions identified
7. Links to employment equity
8. Discussion on proposed training interventions
9. Way forward
10. Closure

## 5.7 Researching Training Opportunities, Vendors & Costs

Once you have an idea about what training you need to provide, you need to look at who will be able to provide that training. You have a number of options to consider when selecting training, including:

- ↳ In-house or external?
- ↳ Formal or informal?
- ↳ Credit-bearing or non credit-bearing?
- ↳ Qualification?

You will need to make decisions based on the following factors:

- ↳ type of outcomes that you want to achieve
- ↳ equipment needed to provide training
- ↳ training budget available
- ↳ expectations of learners
- ↳ internal capacity to provide training
- ↳ time available to attend training

The best way to start is by getting as much information as possible – finding out who is available to provide the training that you need, and what it will cost.

First start by looking at what training you are likely to be able to provide in-house – unless you are a very large municipality with an internal training academy, most in-house training will be of the coaching type: where an 'expert' works with another employee to train them in the skills required. This training is often very effective, as the trainee gains the skills in a 'real world' environment, and benefits from one-on-one attention. Your interviews with line managers can help you to identify these type of training opportunities.

The next set of activities is to research external training providers. You should have a record of providers that you have used in the past – if you were

satisfied with their services, then speak to them again. You could also phone around to SDFs in other municipalities in your area, or the District Municipality SDF, to find out what their experiences of particular training providers have been. The LGSETA keeps a list of accredited training providers – see their web-site or phone 011 456 8579 and ask to speak to the ETQA manager (Remember that other SETA ETQAs will have a list of accredited providers in their areas of specialisation – for example, if you are looking for a provider of financial management training, you might want to try the FASSET.)



What other ways can you think of to get information on training providers?

When we are commissioning training from providers, it is essential that you are as specific as possible – one of the reasons that people lose faith in training is because we send staff on courses and then find afterwards that their performance has not improved at all! Unless the provider used was especially hopeless, this is usually the result of not having been clear on the type of training required.



Use the template over the page to request information on training programmes. You can adapt it to meet your specific requirements.

### Request for Quotation on Training Services

This is an example of the kind of information required when requesting quotations. You may need to request more, or different information from prospective providers. Please remember however, that you must be sure that you adhere to your municipality's procurement processes and requirements.

<b>The [insert name] Municipality requests information on the following training, which it is considering providing to municipal employees. Note that this is a request for a quotation only, and does not constitute any agreement to purchase any training.</b>	
Training Area:	<i>Insert the generic type of training here eg. Customer service, ABET, Management etc</i>
Generic profile of participants:	<i>Include information such as job titles, average educational qualifications etc here</i>
Total no. of employees requiring training	<i>This would be the number of employee requiring this particular training.</i>
Specific learning outcomes:	<i>This is the information that you would have got from the line managers – what must people know and be able to do as a result of having been on the training. Be as <u>specific</u> as possible – don't say 'labour relations', say 'Apply the Labour Relations Act within a municipal context' OR 'Conduct a disciplinary hearing using the XYZ Municipality's discipline management procedures'</i>
In-house or external:	<i>Say whether you want the training to be conducted at your premises or at an outside venue</i>
<b>The training provider must provide at least the following information to allow you to make an assessment of their capacity to offer the training programme you require. However, further information is required by procurement regulations. Please talk to your supply chain/ procurement/ finance dept to ensure that you request all the information necessary in terms of procurement regulations and policies:</b>	
Name of Provider:	
Telephone No:	
eMail Address:	

Accreditation No:	
ETQA with which accredited:	
Details of proposed course:	
Will the course be customised? Please give details:	
What is the course duration?	
How many separate programmes will be run to accommodate the trainee numbers?	
Is the course aligned to unit standard(s)?	
If yes, please give unit standard number(s):	
Will successful completion of the course result in a qualification?	
If yes, please give qualification name:	
What assessment activities are included in the course?	
Total cost (inc. VAT)	

## 5.8 Prioritising

You now have a long list of training requirements, and a long list of possible providers, so you need to prioritise! In prioritising, we need to balance objectives with resources – what do we need to achieve, and what can we achieve with the resources available to us. We know what we need to achieve – the long list of training requirements, and so we need to balance this against our available resources. The first thing that you need to do is to check the likely training budget for the forthcoming year – do this in discussion with your CFO and other senior managers. The other major resource constraint that you are likely to face is time – how much time can the various categories of employees spend away from their workplaces?

There is no simple or easy method of prioritising which training interventions you are going to be able to offer in the forthcoming year, but some of the issues that you need to consider include:

- ↳ Which are the most important municipal objectives that you have to achieve (go back to your notes from your meeting with the IDP co-ordinator) – training linked to these will be high priority.
- ↳ Which categories of employees are significantly under-represented in relation to your EE profile (go back to your notes from your meeting with your EE co-ordinator) – training which benefits these people will be high priority.
- ↳ What training is required to meet your disability targets (go back to the notes from the meeting with your disability co-ordinator) – improving numbers of disabled people working in municipalities (and other workplaces) is a national priority.
- ↳ What training falls into the local government sector priority areas – go back to Section 6. These skills are in short supply in municipalities as a whole, so will probably be priority areas.
- ↳ What training is required in scarce skills areas – go back and review the scarce skills table.

- ↳ What training falls into the LGSETA's Discretionary Grant priority areas (see section 10.2 of the template) – you may receive discretionary grants for training in these areas, which will help to off-set costs. However, please remember that you must apply for a discretionary grant, and have approval of your grant application from the LGSETA **BEFORE** you begin training.
- ↳ What training was provided last year, and who benefited from it? You want to spread the benefit of training across as many groups as possible, and not concentrate your training spend with just a few people or levels of the organisation. You should receive additional guidance from your municipality's Human Resource Development Policy.



Can you think of any other factors which you will consider in prioritising training programmes?

## 5.9 Completing the WSP

Your prioritising exercise should result in the development of a 'shortlist' of training programmes that you are going to offer in the forthcoming year. This is the list that you will use to complete the balance of the WSP.

You need to work through the template systematically, completing all the sections. Remember to type only in the white areas, and use the summary calculations at the end of most of the workshops to check that you are on target in relation to the LGSETA's quality objectives.



Take some time to go through the Guideline, checking that you understand how it is laid out, and what the various sections mean. If you have any questions, don't hesitate to ask your facilitator for assistance!

## 5.10 Getting Sign-off

Remember that the WSP should be signed off by the Training Committee and the Municipal Manager, and Council needs to have seen the WSP before it is submitted to the LGSETA. In doing this, you can present the 'Executive Summary', which shows key elements of the WSP, but you may also need to circulate the full WSP to all members of the Training Committee and Senior Management – they will provide guidance as to the amount of detail that they require.

## Section 6: Implementation

### 5.1 Contracting with Providers

We would recommend that you contract with providers for the first half of the financial year in July, and for the second half of the financial year in November. Your municipality will have specific procurement and contracting regulations, which you will have to follow in this process.

### 5.2 Developing a Training Schedule

The WSP is a high level plan outlining the overall picture of planned training in a municipality. Depending on the number of employees in your municipality, you may find it necessary to develop a more detailed training schedule, which shows who is scheduled to attend which training, when. A training schedule of this nature will also assist you to keep track of training interventions. The training schedule should show:

- ↳ Name of course
- ↳ Date of course
- ↳ Provider
- ↳ Venue
- ↳ Participant details:
  - Name
  - Employee Number
  - Department
  - Contact No.



The template over the page is done in Word. However, you should consider doing your schedule in Excel as it will be less cramped! An Excel template is also included in the electronic files.

Course Name	Course Date		Provider	Venue	Participant Details			
	Start	End			Name	Employee No	Department	Contact No

## Section 7: Reporting

### 7.1 Quarterly Monitoring of the WSP

Note that the LGSETA recommends that you complete quarterly reports. Doing the quarterly reports will assist you in completing your Annual Training Report, particularly if you are from a large municipality. We therefore propose that you complete Sections 3, 8 and 11 of the template at the end of September, December and March each year.



Open up the template on your laptop and look at these sections. See also the Index, which shows which sections can be completed for the quarterly report.

### 7.2 Annual Training Report

The Annual Training Report needs to be submitted by **30<sup>th</sup> June** every year. The following sections need to be completed for your Annual Report:

↵ 1.4	↵ 9
↵ 2 (only if SDF changed)	↵ 10.2
↵ 3	↵ 11
↵ 4.1	↵ 12
↵ 5.1	↵ 13
↵ 8	↵ 14



Check these sections in the Template, and make sure that you are happy about completing them.

**Remember that your Annual Training Report also needs to be signed off by the Training Committee and the Municipal Manager.**