



**DRAFT DIRECTIVE ON COMPULSORY CAPACITY DEVELOPMENT; MANDATORY TRAINING DAYS
AND MINIMUM ENTRY REQUIREMENTS FOR SMS (CONSULTATIVE DOCUMENT)**

MARCH 2012

DETERMINED IN TERMS OF SECTION 3(2) OF THE PSA, 1994 AS AMENDED BY THE MPSA

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Glossary of Terms

AO	Accounting Officer
CBA	Competency Based Assessment
CMC	Core Management Criteria
CPP	Cognitive Personality Profile
DPSA	Department of Public Service and Administration
EA	Executive Authority
EEA	Employment Equity Act, 1998
EHW	Employee Health and Wellness
EMDP	Executive Management Development Programme
EE	Employment Equity
HEI	Higher Education Institute
HRD	Human Resource Development
HRDS	Human Resource Development Strategy
HRM	Human Resource Management
HRPS	Human Resource Planning Strategy
LDF	Leadership Development Framework
LDM	Leadership Development Management
LDMS	Leadership Development Management Strategy
LDMSF	Leadership Development Management Strategic Framework
LDP	Leadership Development Programme
LMCF	Leadership Management Competency Framework
LRA	Labour Relations Act; 1995
M&E	Monitoring and Evaluation
MACI	Management and Administration of Career Incidents
MPSA	Minister for the Public Service and Administration
MTSF	Medium Term Strategic Framework
MTSP	Medium Term Strategic Plan
NQF	National Qualifications Framework
PA	Performance Agreement
PAJA	Promotion of Administrative Justice Act, 2000
PAMB	Public Administration and Management Bill, 2007
PALAMA	Public Administration Leadership and Management Academy
PDI	Previously Disadvantaged Individual
PDP	Personal Development Plan
PMDS	Performance Management and Development System
PMS	Performance Management System
PSA	Public Service Act, 1994 (as amended)
PSETA	Public Sector Education and Training Authority
PSLDP	Presidential Leadership Development Programme
ROI	Return on Investment
RPL	Recognition for Prior Learning
SAQA	South African Qualifications Authority
SDA	Skills Development Act; 1998
SDLA	Skills Development Levies Act; 1999
SETA	Sector Education and Training Authority
SMS	Senior Management Service
WPPSTE	White Paper on Public Service Training and Education
WPSP	Workplace Skills Plan

1. Background

1.1 In a report of 2000 prior to the establishment of the Senior Management Service (SMS), certain key areas were identified in respect to the skills of senior leadership. Two significant areas identified were:

1.1.1 Poor levels of performance and skills among managers, resulting in inadequate service delivery;

1.1.2 Insufficient attention to training and development and nurturing of a sustainable pool of senior management cadre.

1.2 Against this background the SMS was established and adopted various principles and processes to effectively respond to the findings identified in the 2000 report.

1.3 A review of the SMS was then conducted in 2005 and the following were some of the findings related to training and development:

1.3.1 Compulsory targeted training was identified as a key area for developing SMS members;

1.3.2 Major identified areas for development were the core competencies for SMS as well as a targeted orientation and induction course.

1.4 Following the significant research above; the Leadership Development Management Strategic (LDMS) Framework was developed in order to create a culture of continuous training and development within the Senior Management Service (SMS) Cadre.

2. Preamble

2.1 Targeted training and development remains imperative to improve the level of competence of members of the SMS.

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- 2.2 Creating an environment that is structured towards the promotion of training and development is broadly the intention of this Directive.
- 2.3 Research has provided sufficient information to acknowledge the need for Employers to vigorously lead the continuous development of their senior management employees.
- 2.4 In order to ensure that training identified as compulsory is implemented in departments, the need for this Directive is paramount.
- 2.5 Training and Development is a pre-requisite for improved performance and service delivery.
- 2.6 This Directive has been informed by various discussions; research conducted on skills gaps for SMS and general trends in respect to training and development.

3. Purpose

- 3.1 The purpose of this Directive is to instill a culture of continuous development and to promote professionalism in senior managers through compulsory capacity development programmes.

4. Objectives

- 4.1 To promote continuous professional development of members of the SMS.
- 4.2 To ensure that compulsory training programmes aimed at addressing the developmental needs of senior managers within the Public Service have been identified.
- 4.3 To promote and encourage SMS members to be trained in a structured manner.
- 4.4 To achieve a highly competent SMS cadre.

5. Legislative Frameworks

- 5.1 Constitution of RSA, 1996
- 5.2 Human Resource Development Strategic Framework
- 5.3 Public Service Act, 1994 as amended by Act 30 of 2007
- 5.4 Public Service Regulations, 2001 as amended on 14 May 2010
- 5.5 Skills Development Act, 1998
- 5.6 Skills Development Levies Act, 1999
- 5.7 Policy on the Utilisation of Training Budgets, 2011
- 5.8 Policy on e-learning, 2011
- 5.9 Competency Framework for SMS as issued April 2011
- 5.10 Revolving Door Policy
- 5.11 Senior Management Service Handbook
- 5.12 Employment Equity Act, 1998
- 5.13 White Paper on Training and Development in the Public Service, 1998
- 5.14 Performance Management and Development System for SMS, as amended.
- 5.15 Skills gap report for SMS 2010/11 and 2011/12.

6. Scope of Application

- 6.1 This Directive is applicable to all members of the Senior Management Service of the Public Service.

7. Roles and responsibilities

- 7.1 **Department of Public Service and Administration (DPSA)** is responsible for the Policy framework in respect to this Directive.
- 7.2 **Public Administration Leadership and Management Academy (PALAMA)** is responsible for ensuring that identified compulsory training modules are available to all departments.

7.3 Higher Education Institutes (HEIs)

Training received from HEIs will also form part of the mandatory training hours/days provided that such training has been included in the Personal Development Plan is related to the work that an SMS member is expected to perform and approved/accredited by PALAMA.

7.4 Head of Department

The Head of Department shall:

7.4.1 Ensure that the budget for training and development is at least 1% of the personnel expenditure of the Department.

7.4.2 Create a conducive environment for the development and implementation of the Workplace Skills Plan.

7.4.3 Approve the Workplace Skills Plan before it is submitted to the Public Sector Training Authority (PSETA); including compulsory training for SMS.

7.4.4 Ensure that the quarterly and annual training and development reports are submitted to the PSETA.

7.4.5 Submit Annual reports to the DPSA on the implementation of this Directive.

7.5 Programme Managers shall ensure that:

7.5.1 The training programmes in their Branches are informed by the Personal Development Plans (PDPs) and aligned to the requirements of this Directive.

7.5.2 Updating of professional qualifications and occupational specific skills for SMS members are considered.

7.6 Supervisors of SMS shall ensure that:

- 7.6.1 New managers go through the Induction Programme at PALAMA within the first two months following their appointment;
- 7.6.2 Should a new manager not possess the certificate of attendance of the Senior Management Programme, such a manager must attend within their 12 month probationary period;
- 7.6.3 The managers under their supervision have personal development plans (PDPs) and have access to skills development opportunities in an equitable and fair manner; and
- 7.6.4 Managers under their supervision understand how development programmes have been identified and how it links to their performance and required competencies.

7.7 SMS members shall:

- 7.7.1 Ensure that they participate in the development of their personal development plans and are committed to their own career development and management;
- 7.7.2 Utilize the opportunities and funds made available for their development to the best of their ability;
- 7.7.3 Develop their own career path with the assistance of their supervisors;
- 7.7.4 Ensure that their development needs and plans are linked to their job and career path; and
- 7.7.5 Ensure that equal opportunities are created to balance attaining generic as well as technically driven skills.

8 Competency Based Management

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- 8.1 The Competency Framework for SMS provides an indication of the generic managerial competencies required for SMS members to effectively perform their duties.
- 8.2 The competency assessment tools are used to conduct competency assessments in order to determine:
- 8.2.1 Strengths
 - 8.2.2 Weaknesses
 - 8.2.3 Learning potential
 - 8.2.4 Current level of work
 - 8.2.5 Developmental gaps
 - 8.2.6 Identified training and development in the form of a Personal Development Plan
- 8.3 The CORE and Process Competencies measured are:

CORE COMPETENCIES: <i>Presents the idea behind the competency, succinctly defines what that idea means; and proposes typical behaviours which illustrate the competency.</i>	PROCESS COMPETENCIES¹: <i>Explains how the function is performed by employing these competency techniques</i>
Strategic Capability and Leadership;	Knowledge Management
People Management and Empowerment;	Service Delivery Innovation (SDI);
Programme and Project Management;	Problem Solving and Analysis;
Financial Management	Client Orientation and Customer Focus;
Change Management;	Communication;

- 8.4 The competency assessment determines an individual's training and development gaps and expected interventions are reflected in a competency Personal Development Plan (PDP)

¹ A depiction of how the process competency is covered within the core competency will also form part of the training modules on each core competency.

8.5 The details of competency PDP must be incorporated into the Performance Agreement and PDP for purposes of training and development in respect to the Performance Management and Development System (PMDS) for the SMS. This promotes a link between Competency Based Assessments, PMDS and training and development.

9 Performance Management and Development System:

9.1 Following the identification of developmental needs, such needs must be incorporated into the Performance Agreement and PDP under the PMDS, the supervisor and manager must agree on the content thereof.

9.2 PDP must include areas of compulsory training for SMS. Compulsory training must be considered over 3 performance cycles.

10. Compulsory capacity development:

10.1 From a generic training perspective, an SMS member is required to complete all related courses over a 3 year performance cycle. Technical training programmes which are departmental specific must also be included annually where applicable. All SMS members must be trained on the following compulsory training programmes:

10.1.1 Core Management Criteria (comprises of the generic managerial competencies as stipulated in the Competency Framework for SMS). The following provides an understanding of the constitution of the modules for training based on the core competencies as listed in paragraph 8:

10.1.1.1 **Strategic Capability and Leadership:**

Strategic Leadership Capability involves building and sustaining relationships, and managing in the political-cultural context. Leaders and managers create and drive the vision, the strategy and lead people to execute the mandate of government. The following figure illustrates how the core

competency is integrated with the process competency and the three dimensions.

Strategic Planning Frameworks: *Organisational Performance; Programme Performance; Financial Performance.*

Leading People and Task Execution Management: *Organisational Management Systems and Individual Performance Management Systems.*

Annual Performance Reporting: *Responsive to MDGs; Macro/ micro economics, Globalisation*

10.1.1.2 **People Management and Empowerment:**

Managers achieve goals through others therefore they must ensure that people perform and are managed and developed in order to achieve the desired results. The following represent the dimensions that form modules for training and development should a gap in this competency be identified.

- **HR Planning; HR Management and HR Development: Planning, Recruitment, Selection; Career management (Leadership Pipeline), Talent and retention management; Job evaluation.**
- **Employee Health and Wellness and Diversity Management**
- **Transformation management.**
- **Performance Management and Development**
- **Employee Relations Management: Labour relations management**

10.1.1.3 **Programme and Project Management:**

Departmental mandates are achieved through programmes and projects designed to address needs of society/citizenry. The assumption is that the manager's work entails managing programmes or projects which are strategic in nature and involves both the management of people, finance/budget and expenditure of the project/programme. The following dimensions are what will constitute the modules within the core competency.

- **Programme and Project Planning**
- **Programme and Project Execution.**

- ***Programme and Project Performance: Monitoring and Evaluation.***

10.1.1.4 Financial Management:

The management role includes budgeting and spending and the success of all programmes and projects of government rely on the extent of financial management of those programmes. The following dimensions are what will constitute the modules within the core competency.

- ***Financial Planning and Performance: (PFMA, MTSF, MTEF, Treasury regulations)***
- ***Financial Execution and Budgeting: (Assets Management, financial accounting, Supply Chain management and procurement, Risk Management.)***
- ***Financial Reporting: In Year Monitoring, Auditor General's Report.***

10.1.1.5 Change management:

The diverse nature of the transformation agenda of the South African Public service requires expertise in change management and therefore the expectation from managers to develop and implement turn around strategies to accelerate transformation and positively change the lives of South Africans. The following dimensions are what will constitute the modules within the core competency.

- ***Envision Change Strategy, Plans Change and Executes Planned Changes: Transformation management.***
- ***Organisational Design, Structural Changes and Change Management: Practical change models.***
- ***Change Impact: Results have positive impact on the lives of citizens.***

10.1.2 Policy Development and Implementation:

An SMS member must possess the skill to articulate the policy cycle and understand the impact of policy development and implementation. There is a need for all SMS members to set, communicate and regularly assess priorities as well as monitor policy implementation. All SMS members must be able to keep abreast of current legislation and government policy and procedures.

10.1.3 Computer Literacy:

Computer literacy is articulated as the knowledge and ability to use computers and related technology efficiently, which includes a range of skills covering levels from basic use to programming and advanced use. Computers are continuing to grow at a rapid rate. As the Public Service become more dependent on technology (eg. Integrated Financial Management System-IFMS), the value an SMS members has may be measured in terms of his or her technological competency and ability to harness and utilize technology to improve performance.

10.1.4 Khaedu

An SMS member must be given an opportunity to be deployed to a service delivery point once in a 3 year performance cycle.

10.1.5 Induction:

10.1.5.1 All newly appointed SMS members must report for induction within 2 months of their appointment.

10.1.5.2 All existing SMS members who have not been inducted must go through an induction programme within the first 12 months of issue of this Directive.

10.1.6 Pre-entry certificate in Senior Management Development

10.1.6.1 In order to ensure that potential SMS members have a background on processes and procedures linked to the SMS, a further requirement to enter into the SMS will be the successful completion of the Senior Management Leadership Programme with either PALAMA or a partner HEI. This is applicable for internal, external and existing candidates or Managers. With effect from 1 April 2016, an individual may only qualify to enter or progress within the SMS, if they have successfully completed the Senior Management Leadership Programme.

10.2 Technical / Professional Capacity Development

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- 10.2.1 SMS members who have a dual career path are also required to ensure that skills related to their occupational classifications are updated on an annual basis.
- 10.2.2 Supervisors must ensure that technical training needs and requirements are also captured in the PDP.
- 10.2.3 This Directive determines specifically generic compulsory training. Technical training programmes and the identification thereof remains the responsibility of the relevant department.

11. Mandatory training days:

- 11.1 The general trend in developing nations is a prescription of 48 hours of training annually.
- 11.2 It is therefore recommended that every SMS member spends a minimum of 10 days / 80 hours on generic / technical training over a **3 year performance cycle**. Training must be appropriately prioritized for all SMS members.

12. Continuous Professional Development: (CPD)

- 12.1 Professional Development refers to skills, knowledge and competence attained for purposes of both personal development and career development.
- 12.2 Professional development comes from a variety of formal and informal development. It may be in the form of pre-service or in-service professional development programs.
- 12.3 Online professional development -

In line with the e-learning policy for the Public Service, the need for online opportunities for training is becoming popular due to demanding schedules of SMS members.

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12.4 Continuing Professional Development (CPD) is defined as a commitment to structured skills enhancement and personal/or professional competence. It is further described as the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life.

13. Minimum entry requirements for SMS:

13.1 Formal education and training requirements:

13.1.1 In addition to the achievement of minimum competency requirements, to qualify to enter or progress within the SMS a minimum qualification of a three year degree/diploma or equivalent (NQF level 6) as well a certificate of successful completion of the Senior Management Leadership Programme is required.

13.1.2 Implementation of this practice will take effect on 1 April 2016.

14. Financial Implications

14.1 Departments must ensure that sufficient funding is made available for the application of this Directive.

15. Monitoring, Evaluation and Reporting

15.1 PALAMA shall be expected to monitor annually, the number of SMS members who have completed compulsory training programmes.

15.2 DPSA shall monitor the implementation of this Directive through the annual reporting processes.

15.3 In respect to 15.2, departments are required to submit a report to the DPSA covering the following aspects: -

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15.3.1 Indication of total number of SMS appointed in the department.

15.3.2 Number of SMS members per level who completed compulsory training in:

- Induction

- **CMCS – Core competencies**
 - Strategic Capability and Leadership
 - People Management and Empowerment
 - Change management
 - Financial Management
 - Project and programme management

- Khaedu

- Policy Development and Implementation

- Computer Literacy

- Entry Certificate: Senior Management Leadership Programme

15.3.3 Indicate in full all technical programmes completed for managers including those with dual career paths.

15.3.4 Total amount allocated for training (Based on 1%)

15.3.5 Total amount spent on training

15.4 Reports must be submitted to DPSA no later than 1 June of every year reporting on the previous financial year.

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