

PERSONAL DEVELOPMENT PLAN 2023/2024

Makhado Local Municipality herein represented by

NTAVHANYENI SAMUEL MUNYAI

in his capacity as the Mayor (hereinafter referred to as the
Employer)

and

KENT MBAVHALELO NEMANAME

Municipal Manager (hereinafter referred to as the Employee).

WHEREBY IT IS AGREED AS FOLLOWS:

1. Introduction

The Aim of the Personal Development Plan (PDP) is to ensure that Employees are skilled to meet Objectives as set out in the Performance Management Agreement as prescribed by legislation. Successful career path planning ensures competent employees for current and possible future positions. It there for identifies, prioritise and implement training needs

Legislative needs taken into account comes from the Municipal Systems Act Guidelines: Generic senior management competency framework and occupational competency profiles, Municipal Finance Management Competency Regulations, such as those developed by the National Treasury and other line sector departments' legislated competency requirements need also be taken into consideration during the PDP process.

2. Competency Modelling

The purpose of this Agreement is to:

The CoGTA has decided that a competency development model will consist of both managerial and occupational competencies:

- Managerial competencies should express those competencies which are generic of all management positions.
- Occupational competence refers to competencies which are job/function specific.

3. Compiling the personal development plan attached as the appendix

The Mayor in consultation with the employee is to compile a Personal Development Plan. The PDP has 7 columns that need to be completed. Appendix A serves as the Action Plan for the PDP

3.1. Column 1: Skills/Performance GAP.

| 1. Skills /Performance Gap (in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3. Suggested training and / or development activity | 4. Suggested mode Of delivery | 5. Suggested Time Frames | 6. Work opportunity created to practice skill / development area | 7. Support Person |
|---|---|---|-------------------------------|--------------------------|--|-------------------|
| E.g. 1. Appraise Performance of Managers | The manager will be able to enter into performance agreements with all managers reporting to him / her, appraise them against set criteria, within relevant time frames | 3. Suggested training and / or development activity | 4. Suggested mode of delivery | 5. Suggested Time Frames | 6. Work opportunity created to practice skill / development | 7. Support Person |
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| | | | | | | |

The identified training needs should be entered into column one. The following should be taken into consideration:

Organisational needs

Strategic development priorities and competency requirements, in line with the municipality’s strategic objectives. The competency requirements of individual jobs. The relevant job requirements (job competency profile) as identified in the job description should be compared to the current competency profile of the employee to determine the individual’s competency gaps.

Specific competency gaps as identified during the probation period and performance appraisal of the employee.

Individual training needs that are job / career related.

Prioritisation of the training needs [1 to ...] in column 1 should also be determined since it may not be possible to address all identified training needs in a specific financial year. It is however of critical importance that training needs be addressed on a phased and priority basis. This implies that all these needs should be prioritized for purposes of accommodating critical / strategic training and development needs in the HR Plan, Personal Development Plans and the Workplace Skills Plan.

3.2. Column 2: Outcomes Expected

| | | | | | | |
|--|---|--|------------------------------|-------------------------|--|------------------|
| 1. Skills /Performance Gap(in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3.Suggested training and / or development activity | 4.Suggested mode Of delivery | 5.Suggested Time Frames | 6. Work opportunity Created to practice skill / Development area | 7.Support Person |
|--|---|--|------------------------------|-------------------------|--|------------------|

Consideration must be given to the outcomes expected in column 2 so that once the intervention is completed the impact it had can be measured against relevant output indicators.

3.3. Column 3: Suggested training

| | | | | | | |
|--|---|--|------------------------------|-------------------------|--|------------------|
| 1. Skills /Performance Gap(in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3.Suggested training and / or development activity | 4.Suggested mode Of delivery | 5.Suggested Time Frames | 6. Work opportunity Created to practice skill / Development area | 7.Support Person |
|--|---|--|------------------------------|-------------------------|--|------------------|

Training needs must be identified with due regard to cost effectiveness and listed in column 3.

The suggested mode of delivery refers to the chosen methodology that is deemed most relevant to ensure transfer of skills. Mode of delivery consists of, amongst others, self-study, internal or external training provision; coaching and / or mentoring and exchange programmes.

4. Column 4 : Suggested mode of delivery

| | | | | | | |
|--|---|--|------------------------------|-------------------------|--|------------------|
| 1. Skills /Performance Gap(in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3.Suggested training and / or development activity | 4.Suggested mode Of delivery | 5.Suggested Time Frames | 6. Work opportunity Created to practice skill / Development area | 7.Support Person |
|--|---|--|------------------------------|-------------------------|--|------------------|

Training must be conducted either in line with a recognised qualification from a tertiary institution or unit standards registered on the National Qualifications Framework (South African Qualifications Authority), which could enable the trainee to obtain recognition towards a qualification for training undertaken. It is important to determine within the municipality whether unit standards have been developed with regard to a specific outcome (and registered with the South African Qualifications Authority). Unit standards usually have measurable assessment criteria to determine achieved competency.

5. Column 5: Suggested Time Lines

| | | | | | | |
|--|---|--|------------------------------|-------------------------|--|------------------|
| 1. Skills /Performance Gap(in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3.Suggested training and / or development activity | 4.Suggested mode Of delivery | 5.Suggested Time Frames | 6. Work opportunity Created to practice skill / Development area | 7.Support Person |
|--|---|--|------------------------------|-------------------------|--|------------------|

An employee should on average receive at least five days of training per financial year and not unnecessarily be withdrawn from training interventions. The suggested time frames enable managers to effectively plan for the annum e.g. so that not all their employees are away from work within the same period and also ensuring that the PDP is implemented systematically.

6. Column 6: Work opportunity created to practice skill /development area

| | | | | | | |
|--|---|--|------------------------------|-------------------------|--|------------------|
| 1. Skills /Performance Gap(in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3.Suggested training and / or development activity | 4.Suggested mode Of delivery | 5.Suggested Time Frames | 6. Work opportunity Created to practice skill / Development area | 7.Support Person |
|--|---|--|------------------------------|-------------------------|--|------------------|

This further ensures internalisation of information gained as well as return on investment (not just a nice to have skill but a necessary to have skill that is used in the workplace).


7. Column 7: Support Person


| | | | | | | |
|--|---|--|-------------------------------|-------------------------|--|------------------|
| 1. Skills /Performance Gap(in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3.Suggested training and / or development activity | 4. Suggested mode Of delivery | 5.Suggested Time Frames | 6. Work opportunity Created to practice skill / Development area | 7.Support Person |
|--|---|--|-------------------------------|-------------------------|--|------------------|

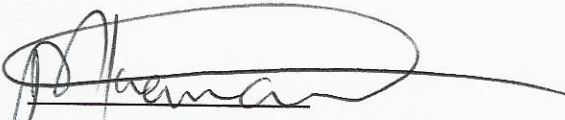
This identifies a support person that could act as coach or mentor with regard to the area of learning for the employee.

Thus done and signed at Makhado on this the 24 day of July 2023


AS WITNESSES:


1. 

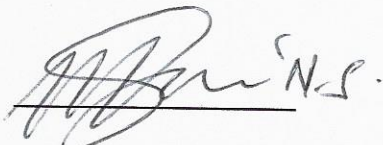
2. 


KENT MBAVHALELO NEMANAME
EMPLOYEE

AS WITNESSES:

1. 

2. 


CLLR. NTAVHANYENI SAMUEL MUNYAI
MAYOR/EMPLOYER