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Department:
Rural Development & Agrarian Reform
PROVINCE OF THE EASTERN CAPE

CAREER PATH POLICY

2024

The purpose of this policy is to guide the department of Rural Development and Agrarian Reform to follow a formal and structured process to create programmes aimed at identifying, developing, appointing employees in a higher level posts while retaining high potential employees within their career path. This will ensure effective service delivery and core business continuity within the Public Service regularity framework.

Table of Contents

1. INTRODUCTION.....	5
2. PURPOSE.....	5
3. OBJECTIVES	5
4. REGULATORY FRAMEWORK	6
5. PRINCIPLES	6
6. SCOPE OF APPLICABILITY	7
7. IMPLEMENTATION PROCEDURES.....	7
8. ROLES AND RESPONSIBILITIES	10
9. RESOURCE IMPLICATIONS	11
10. DISPUTE RESOLUTIONS	11
11. MONITORING AND EVALUATION OF THE POLICY	11
12. REVIEW OF THE POLICY	11

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

LIST OF ACRONYMS

CCPECP	Coordinating Chamber of the PSCBC for the Eastern Cape Province
DAFF	Department of Agriculture, Fisheries and Forestry
DPSA	Department of Public service and Administration
DRDAR	Department of Rural Development & Agrarian Reform
HOD	Head of Department
HRD	Human Resource Development
HRM	Human Resource Management
HRM&D	Human Resource Management and Development
MMS	Middle Management Service
MTEF	Middle Term Expenditure Framework
OTP	Office of the Premier
PFMA	Public Finance Management Act of 1999 as amended.
PSCBC	Public Service Coordinating Bargaining Council
SCM	Supply Chain Management
ECPT	Eastern Cape Provincial Treasury
WSP	Work Skills Plan
PDP	Personal Development Plan
SDC	Skills Development Committee
RPL	Recognition of Prior Learning
PMDS	Performance Management and Development System

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

TERMS AND DEFINITION

WORD/TERM	DEFINITIONS
HRD	Human Resource Development
DRDAR	Department of Rural Development and Agrarian Reform
ECDRDAR	Eastern Cape Department of Rural Development and Agrarian Reform
Ability	That which is within the individual that represent potential
Affirmative Action	A programme by which previously disadvantaged groups are provided with opportunities for advancement, even it entails elements of discrimination based on fairness.
Bench strength	An assessment of the organisation's preparedness to replace departing staff in critical positions. Primarily this refers to having other staff on board who are ready to step into some- one's else shoes at the appropriate time under the appropriate circumstances with a virtually seamless transition.
Capacity	Where some of the personal characteristics of an individual, is added to the competence required. This refers to the combination of competence acquired with for example motivation, commitment and personal characteristics and styles of communication and thinking
Career Development	The formal process within the organisation whereby relevant and representative people make decisions on the appropriate learning for individuals within career path and/or within their current roles.
Career path	Described routes for vertical and or lateral movements within and outside the organisation's occupational and work structure.
Competence Acquisition	The Process, formal and informal, through which individuals gain competence.
Designated Groups	This refers to all previously disadvantaged groups such as Africans (Black and Coloured); Women, and People with Disabilities (PWD's) as per the Equity ACT of 1998 (Amended)
Development	Those processes relating to individuals, teams, and the organization as a whole, allow for effective growth to take place which enables the growth to take place, or which enables growth of understanding, relationships, and group functioning.
Education	Any formal, structured learning programme/s that relates to the theoretical conceptual and applied skills for the personal and/or work life of the individual
Skills Development Committee	A statutory structure designed to monitor the implementation of employment skills development issues within the department whose members are formally appointed by the Superintendent General
Employee	Any person who works for another person or the state and who receives or is entitled to receive any remuneration.
Skill	An ability that is given expression, made evident, observable, and performed
Training	Any form of structured learning (whether offered off the job/on the job) in which occupational, work-related competence is required and /or developed
People with disabilities (PWD's)	This means people who have a long-term or recurring physical or mental impairment that substantially limits their prospects of entry into or advancement in employment

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

Learner	A person who is enrolled for a learning programme or who is using a formal or an informal opportunity to learn.
Ability	That which is within the individual that represent potential
Affirmative Action	A programme by which previously disadvantaged groups are provided with opportunities for advancement, even it entails elements of discrimination based on fairness.
Beneficiaries	This refers to both internal and external bursary recipients
Capacity	Where some of the personal characteristics of an individual, is added to the competence required. This refers to the combination of competence acquired with for example motivation, commitment, and personal characteristics and styles of communication and thinking

1. INTRODUCTION

Recent indicators have shown that delivery of quality services depends on the capacity of the public service to deploy the necessary human resources to discharge services in the most effective, efficient, and cost-effective manner. Effective mobilization, development and strategic utilisation of human resource capacity are therefore the cornerstone of the wider transformation of the public service and critical for the success of institution's building and management. This has been identified through the situational analysis conducted when developing the Provincial Public Service Transformation Strategy which in turn culminated in the development of a Provincial Human Capital Management Strategy.

Over the past years, a range of reports including those of the Provincial Legislature, special investigative committees, strategies developed by intervention teams (e.g. the Interim Management Team), the Public Service Commission, and others all point to a lack of investment in human capital to ensure transformation in the public service and to promote seamless service delivery and economic growth. One of the critical factors affecting the performance of the provincial government has been leadership inconsistencies. Frequent changes at the Political and Senior Executive Management levels have translated into a limited focus on building the leadership cadre to drive the development agenda.

A primary challenge facing major organizations is to continue developing broadly experienced and seasoned managers in a way that is simple, practical, meaningful, and fair. This has proved to be case within DRDAR as well and is vividly illustrated in the areas of scarce skills and female representation in management and certain technical occupations where there continues to be a challenge when it comes to finding appropriate skilled individuals to fill gaps when they arise.

The above challenges within DRDAR may be summarised as follows:

- a) The unexpected staff turnover.
- b) Difficulty finding successful management candidates.
- c) The necessity of improving the department's bench strength in a key position.
- d) A need to identify high-potential talent early and devise strategies to retain talent.
- e) The high cost of replacing employees.
- f) Lack of top management support
- g) Employment equity imbalances coupled with a limited number of affirmative action programmes.

2. PURPOSE

This policy aims to guide the Department of Rural Development and Agrarian Reform to follow a formal process and structured approach to create programmes aimed at identifying, developing, appointing in a higher-level post, and retaining high-potential employees within a career path. This will ensure effective service delivery and core business continuity within the Public Service regulatory framework.

3. OBJECTIVES

The objective of this Career Path Development and Management policy is to ensure that DRDAR continues to operate effectively when critical positions become vacant or are about to become vacant by amongst other things.

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

- 3.1. Ensuring career development for staff.
- 3.2. Identifying potential talent early and devising strategies to retain talent.
- 3.3. Mitigating against the unexpected staff turnover, resulting in the reduction of costs for replacing the employees.
- 3.4. Building departmental core competence in key positions.
- 3.5. Enhancing representation of designated groups.
- 3.6. Fostering a culture of internal promotion, development and providing career opportunities.
- 3.7. Improving productivity levels.

4. REGULATORY FRAMEWORK

This policy should be read in conjunction with the following instruments:

- 4.1. Public Service Act, 1994 (Proclamation 103 published in GG 15791 of 3 June 1994), as amended
- 4.2. Public Service Regulations, 2001 as amended.
- 4.3. Skills development Act 97 of 1998
- 4.4. Employment Equity Act 55 of 1998
- 4.5. DPISA Guide on the Practice of Career Management in the Public Service
- 4.6. DPISA Strategy to Reduce the Recruitment Period and the Vacancy Rate in the Public Service
- 4.7. Departmental Recruitment and Selection Policy 2011
- 4.8. Staff Retention policy 2011
- 4.9. White Paper on Human Resource Management in the Public Service 1997
- 4.10. White Paper on Affirmative Action in the Public Service 1998
- 4.11. Provincial PMDS policy 2018

5. PRINCIPLES

The Career Path Development and Management is underpinned by the following principles:

- 5.1. Equity and Fairness: Objective assessments of all available candidates must be Implemented.
- 5.2. Career Path Development and Management is aligned with business plans and broader human resources planning process and linked to performance management.
- 5.3. Extends to all levels: it considers all key areas and positions within the organisation.
- 5.4. Creates a pool of talent. Planning for current and future needs involves helping employees develop the skills and competencies to ensure that the organization has a pool of talent for key areas. It is not about identifying individual candidates for specific positions.
- 5.5. It is value-based and well-communicated: There is collaboration among key players; the process is communicated and fair, accessible, and transparent.
- 5.6. Advocacy for the program should be driven from the highest levels.
- 5.7. Processes are established to monitor performance and progress in achieving the objectives outlined both in the succession plan and the employee's learning plan.
- 5.8. Effective training and development enable the employee to assume increasingly challenging work responsibilities and to perform at higher levels.
- 5.9. Should always be implemented in the context of talent management such as competency management, recruitment, and selection; retention measures; performance

management and development, career and skills development, and compensation management.

- 5.10. Candidates undergoing the programme must be prioritised for departmental bursaries where there is such a need.

6. SCOPE OF APPLICABILITY

This policy applies to all DRDAR employees within the framework of the legislation in terms of which they have been appointed. Career Path Development and Management may not only include existing managerial positions but may include positions that are not supervisory or managerial and instead provide unique, hard-to-replace competencies. The focus will therefore be on the training and development of employees for appointment within the following groups.

- a) Senior and Executive Managers
- b) Middle Management
- c) Non-supervisory posts for which scarce skills are required, especially professional or technical posts.
- d) Elementary workers

7. IMPLEMENTATION PROCEDURES

The following process will be followed in implementing a Departmental Career Path Development and Management Programme.

7.1. Step 1: Identify Key/Critical Positions

7.1.1. A position is considered key or critical if:

- a) In terms of the organisational structure, it is key contributor in achieving the organisation's mission.
- b) It performs a critical task that would stop or hinder vital functions from being performed if it were left vacant.
- c) The position requires specialised or unique expertise that is difficult to replace.
- d) Positions in the same job classification or occupational group in danger of knowledge drain, due to retirement or higher turnover.

7.1.2. Career Path Development and Management must be closely linked to the Human Resource Plan over the MTEF in order to be a meaningful process.

7.1.3. Future goals and strategies of the department for the next few years must be considered when identifying the key job roles that are critical to the success of those objectives and strategies. This will enable the department to identify the kind of employees, particularly at the Senior/Managerial level, or who possess scarce or critical skills, that it will need in those roles.

7.1.4. Posts that are identified may be presently occupied or vacant or could be newly created posts on the post establishment. An important consideration in determining whether a post is suitable for the programme, is whether the department possesses or can source the required technical capability to develop the required skills attached to the post.

7.1.5. When the incumbent of the post is approaching retirement, or his/her contract is to expire such possible vacancies must be identified.

7.2. Step 2: Conduct Position Analysis

- 7.2.1. The next key step is to identify the specific skill sets required for each of these positions through the identification of key competencies i.e. skills, knowledge, and attributes that will be necessary within those roles. This must be done by using tools such as job descriptions, job specifications, and competency frameworks. These will serve as the framework for determining existing bench strength within the department.
- 7.2.2. The position analysis must determine the content of the succession programme and the requirements for the selection of potential candidates for the programme.
- 7.2.3. Posts that are included in the departmental Career Path Development and Management program must be classified as managerial or professional/technical and elementary. This classification will guide the content of the program.

7.3. Step 3: Develop a Career Path for the Identified Posts

- 7.3.1. During this phase specific interventions are designed, consolidated, and implemented to bridge the current or anticipated future skills deficiencies related to the positions identified above.
- 7.3.2. The planned strategies to overcome the gaps must be outlined to include target completion dates, responsible parties, and required resources.
- 7.3.3. **The content of a Career Path Development and Management programme** comprises two elements, namely generic managerial development and capacitating on job-specific technical content. The nature of the post must determine the relative weight of the two elements.

7.3.4. Generic Managerial Development

This aspect of the programme should include as a minimum the following:

Leadership & management development programmes such as the Advanced Leadership Programme (ALP); Advanced Management and Development Programme (MDP), Management Developmental Programme (MDP) (development towards middle management), or Executive Developmental Programme (EDP) (development towards senior management).

- a) Participation in a relevant culture change programme.
- b) Competency assessment to identify areas for development.
- c) Specific programmes which address the identified competency gaps.
- d) Comprehensive Induction
- e) Coaching & Mentoring Programmes (current leaders must teach, mentor, and provide role models to others on what it takes to succeed)
- f) Leadership Seminar Series
- g) Women development programmes (where applicable)
- h) Moving employees laterally across the department within related areas (job rotation).

The above list is not exhaustive, and any other appropriate required developmental interventions must be considered.

7.3.5. Capacitating on job-specific technical content

- 7.3.5.1. This type of development requires the department to conduct proper research to develop value-adding content.

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

- 7.3.5.2. DRDAR must liaise with counterparts who also have the relevant post on its establishment, and similar departments in other Provinces or DAFF to ensure that quality programmes are developed.
- 7.3.5.3. In some instances, it may be possible to utilise learnerships or internships as vehicles to conduct the development, but this may not be possible for especially higher-level posts.
- 7.3.6. Quality control measures**
- 7.3.6.1. The entire program should be structured clearly and indicate clear milestones and indicators to measure the progress of the candidate.
- 7.3.6.2. Training interventions should be appropriately quality-assured. Where on-the-job training takes place, this needs to be planned, documented, and assessed.
- 7.3.6.3. The PMDS must be used as the primary tool to consolidate assessments, over and above specific separate assessments.
- 7.3.6.4. Candidates in the program must collate a portfolio of evidence throughout the program which contains the results of assessments undergone during the program.
- 7.3.6.5. Before launching any Career Path Development and Management programme, all branches must present the suggested programme to the Departmental Skills Development Committee for final validation and quality assurance.
- 7.3.7. Selection of the pool of candidates to undergo the program**
- 7.3.7.1. The number of candidates to be selected for the program must be determined by the current and future needs of the department.
- 7.3.7.2. Career Path Development and Management programmes must be advertised within the department and only employees within the department will be considered for the program.
- 7.3.7.3. Such an advertisement should specify that it is not a post that is being advertised, but a developmental opportunity.
- 7.3.7.4. The advertisement must indicate the minimum requirements to undergo the program, an overview of the program, and a clear indication that there are no guarantees for appointment upon completion of the program.
- 7.3.7.5. DRDAR should develop and utilise appropriate selection instruments which will ensure that candidates with potential are selected. Possible criteria could include:
- a) Competencies
 - b) Major Accomplishments
 - c) Performance
 - d) Work Experience
- 7.3.7.6. The job title or conditions of service of candidates who are accepted to undergo the program will not change.
- 7.3.7.7. Human Resource Development unit need to keep a database of all Employees undergoing the career path program and report on a quarterly basis to the Departmental Skills Development Committee on progress made concerning the program.
- 7.3.7.8. Employees undergoing the program will be subjected to terms and conditions set in a contract signed between the department and the employee.

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

- 7.3.7.9. All registration requirements for appointment in posts remain valid and supersede the programme.
- 7.3.7.10. An employee who is accepted to undergo the program must be assessed against the developmental post requirements to determine the developmental needs of the employee.
- 7.3.7.11. The line manager and employee in conjunction with the departmental HRD unit must then draw up an individual development plan in line with the required program. This plan must be incorporated into the performance contract of the employee and integrated with the PMDS cycle and Workplace Skills Plan.

7.3.8. Completion of the programme

- 7.3.8.1. The spirit of the programme is essential to prepare candidates while allowing them to compete in the recruitment and selection processes as guided by policy.
- 7.3.8.2. There will be no guarantees for appointments linked to the programme.
- 7.3.8.3. After successful completion of the programme the candidate will undergo Recognition of Prior Learning (RPL) as of assessment and that shall lead to the certification of competency.
- 7.3.8.4. During implementation there should be no presupposition as to who will succeed any given person until all qualified candidates, as well as those who have not undergone the programme, are provided an equal opportunity to apply for and be considered for the job. This will prevent possible abuse of the program through unfair appointments.

8. ROLES AND RESPONSIBILITIES

The roles of various stakeholders in managing the Career Path Development and Management policy and program are as follows:

FUNCTION	RESPONSIBILITY	CROSS-FUNCTIONAL INVOLVEMENT
Development and review of the Departmental Career Path Development and Management Policy.	HRD & POLICY DEVELOPMENT	Top Management
Communication of the Policy to stakeholders.	HRD POLICY DEVELOPMENT & COMMUNICATIONS DIRECTORATE	
Monitoring of the implementation of the Policy.	SDC & MANAGEMENT	
Exercising quality control of departmental Career Path and programme.	HRD & SDC	Top Management
Oversees placement/ appointments in line with HRM delegations.	SDC	Top Management
Project Vacancies	HRM	
Guide the Career Path Development & Management Process	HRM	
Develop a departmental Career Path Development & Management program.	HRD & Line function	
Identify relevant career paths	Line Managers/Scientist Managers	
Partner with business division leaders to select and develop succession candidates.	HRD & Line Managers	

CAREER PATH DEVELOPMENT AND MANAGEMENT POLICY

Monitor and report on the implementation of the Career Path Development and Management policy and program.	HRD	Line Managers
Participate in Path Development and Management training programs.	Employees	Line Managers
Take responsibility for their career progression.	Employees	
Utilise available development opportunities	Employees	
Give feedback on how effective the current Career Path Development and Management practices are.		

9. RESOURCE IMPLICATIONS

The Department must provide adequate human and financial resources to the Human Resources Development Unit for the Implementation of the policy.

10. DISPUTE RESOLUTIONS

Any employee who has a dispute about the interpretation or application of this policy may use dispute resolution mechanisms provided for in terms of departmental or government policies.

11. MONITORING AND EVALUATION OF THE POLICY

The policy will be incorporated into the Provincial Career Path Policy Framework and implementation of the policy will be monitored as part of the monitoring of the Framework.

12. REVIEW OF THE POLICY

The policy shall be reviewed after three years from the date of approval or when the need arises before that time.

Approved / ~~Not Approved~~

Comments:

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