

# PERSONAL DEVELOPMENT PLAN (PDP)

MADE AND ENTERED INTO BY AND BETWEEN:

MOGALAKWENA LOCAL
MUNICIPALITY

AS REPRESENTED BY THE MUNICIPAL MANAGER

**BEVERLY SEBOLELO GUNQISA** 

AND

**MALWANE MARKUS MTHOMBENI** 

THE EMPLOYEE OF THE MUNICIPALITY

FOR THE

FINANCIAL YEAR: 1 JULY 2019 - 30 JUNE 2020



### 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. COMPETENCE MODELLING

The DPLG 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.

A manager, in consultation with his / her employee is to compile a Personal Development Plan. The PDP has 7 columns that need to be completed. An example is attached as Appendix A.

Column 1: Skills/Performance GAP

1. Skills / Performan ce Gap (in order of priority)	2. Outcomes Expected (neasurable ndicators: quantity, quality and time frames)	3. Suggested training and / or developmen t activity	4. Suggested mode of delivery	5. Suggested Time Frames	6. Work opportuni ty created to practice skill / developm ent area	7. Support Person
E.g. 1. Appraise Performan ce 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	A course containing theoretical and practical application with coaching in the workplace following [relevant unit standard?]	External provider, in line with identified unit standard and not exceeding R 6 000	March 200	Appraisal of managers reporting to him / her	Senior Manager: Training/ HR

(a) 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.

<u>Individual training needs</u> 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.

Column 2: Outcomes Expected

1. Skills / Performan	Z. Outcomes Expected	3. Suggested training and	4. Suggested	5. Suggested	6. Work opportuni	7. Support
ce Gap (in order of priority)	(measurable	/ or developmen t activity	mode of delivery	Time Frames	ty created to practice skill / developm ent area	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. Column 3: Suggested Training

1. Skills / Performan ce Gap	2. Outcomes Expected (measurable	3 Suggested training and / or	4. Suggested mode of	5. Suggested Time	6. Work opportuni ty created	7. Support Person
(in order of priority)	indicators: quantity, quality and time frames)	developmen t activity	lelivery	Frames	to practice skill / developm ent area	

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

4. Column 4: Suggested mode of delivery

Performan Expected trace Gap (measurable (in order of indicators: quantity, decided)	Suggested 4. Suggested mode of delivery activity	5. Suggested Time Frames	6. Work opportuni ty created to practice skill / developm ent area	7. Support Person
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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. 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.

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5. Column 5: Suggested Time Lines 1. Skills / 2. Outcomes 3. Suggested 6. Work Expected training and Suggested Suggested opportuni Support ce Gap (in order of / or developmen ty created to practice (measurable mode of Time indicators: quantity, delivery Frames skill / developm priority) quality and time t activity frames)

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 / Performan ce Gap (in order of priority)	2. Outcomes Expected (measurable indicators: quantity, quality and time frames)	3. Suggested training and / or developmen t activity	4. Suggested mode of delivery	5. Suggested Time Frames	6. Work opportuni ty created to practice skill / developm	7. Support Person
					ent area	

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

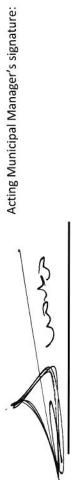
1. Skills / Performan ce Gap (in order of priority)	2. Outcomes Expected (measurable indicators: quantity, quality and time	3. Suggested training and / or developmen t activity	4. Suggested mode of delivery	5. Suggested Time Frames	6. Work opportuni ty created to practice skill /	7. Support Person
	frames)				developm ent area	

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

# Personal Development Action Plan

7. Support Person	JAH.		
6. Work opportunity created to practice skill / development area	Action of the section		
5. Suggested Time Frames	of mounts		
4. Suggested Mode of 5. Suggested Time delivery Frames	L'esmaemont		
3. Suggested Training / Development activity	mous espel grand		
2. Outcomes Expected	menorement of the state of the		
1. Skills Performance Gap	Anchogenet Penget		

Employee's signature:





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