Skills Development 2017

A smart approach to using the multi-benefits model

Presented by:
Preggy Chetty
Paulos Mahlangu
Homera Kadwa
Introductions and objectives
Contents

1. The smart multiple benefit approach
2. Overview of concepts and requirements to WSP & ATR
3. The SETA Management System (SMS)
4. National Skills Development Strategy (NSDS) III
5. Challenges of Engaging in Effective Skills Development within the current system
6. Smart strategies to overcome Skills Development challenges
7. Training Needs Analysis
8. Underpinning Training & People Development Models
9. Career pathing and ladders of learning
10. BBBEE Scorecard Requirements
11. The Multiple Benefits Skills Model

Copyright Thuthukisa not for distribution
Effective Skills Development Must Deliver

- Critical and Core Competency
- Capacity
- Sustainable Capability

World Class Manufacturing Standards for Sustainable Globally Competitiveness
What are the business imperatives that are skills development related

1. Completing and submitting a meaningful WSP (mandatory, pivotal) (and an accurate ATR) which now becomes compulsory due to BBBEE non participation has a ripple effect
2. Ensuring maximum skills levy recovery and grant funding from the Seta
3. Obtain maximum benefits from SARS through the Lernerships Tax Rebate and the Youth Wage Subsidy
4. Securing maximum Government Sponsorship and Funding
5. Rolling out a maximized externally funded T&D training programmes
   • That addresses the right skills for the various target groups
   • That delivers continuously improving operations and business performance
   • That addresses critical skills related (and mindset) issues, problems and challenges
   • That also addresses your medium to long term strategies your for your external talent pipeline and your internal talent and succession planning and management
Development and roll-out of innovative, pro-active, competitive advantage, based BBBEE Strategies & programmes, that gives maximum multiple benefits that effectively address business success obstacles and deliver on sustainable competitive advantage strategies & programmes.

• Develop out-of-the box thinking BBBEE strategies and roll-out proactive & innovative BBBEE initiatives, particularly focusing on the Enterprise Development, Supplier Development and Skills Development programmes required in the new BBBEE Scorecard (which is a lot more challenging to achieve than the old scorecard).

• Develop proactive BBBEE strategies to contribute to Transformation, whilst simultaneously obtaining the maximum points on the BBBEE Scorecard and achieving the best BBBEE level, which is a licence to do business in SA.

• Engage in unemployed youth Training and Entrepreneurship Development which is beneficial to the company in the short, medium and long-term, which also meets national government priorities.
Multiple Benefits Model

- Ongoing improvement in operations & business performance
- Promotes training and skills development
- Promotes a safe and healthy working environment
- Ensures the identification, development: of critical talent to build organizational capability for growth and success
- Facilitates broad & effective people development in the workplace in an affordable way
- Facilitates transformation, promotes the development of unemployed youth and entrepreneurship and previously disadvantaged communities
- Ongoing improvement in operations & business performance
- Eliminates unfair discrimination and promotes inclusive participation in the workplace
- Maximize Government Funding
- BBBEE
- Sustainable Performance Improvement
- Skills Development Strategy
- Employment Equity Act
- Skills Development Act
- Occupational Health and Safety Act
- Talent and Succession

Skills Development Strategy

Copyright Thuthukisa not for distribution
The Multiple Benefits Skills Model

<table>
<thead>
<tr>
<th>Approach</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Project Management</td>
<td>- Integrated turnkey solution</td>
</tr>
<tr>
<td>- Integrated Business Solutions</td>
<td>- One Stop Shop</td>
</tr>
<tr>
<td>- Minimised Costs &amp; Shared Resources</td>
<td>- Partnerships with Stakeholder Bodies</td>
</tr>
<tr>
<td><strong>Transformation BEEE</strong></td>
<td><strong>Maximised Grant funding</strong></td>
</tr>
<tr>
<td>- Skills development</td>
<td>- WSP &amp; ATR Integrated</td>
</tr>
<tr>
<td>- Youth entrepreneurship</td>
<td>- Training roll-out project managed to</td>
</tr>
<tr>
<td>- Enterprise development</td>
<td>- qualification completion and grant funding</td>
</tr>
<tr>
<td>- Supplier development</td>
<td>- reimbursed to company</td>
</tr>
<tr>
<td><strong>Maximised Grant funding</strong></td>
<td><strong>Partnership With Stakeholder Bodies</strong></td>
</tr>
<tr>
<td>- WSP &amp; ATR Integrated</td>
<td>- Skills development bodies</td>
</tr>
<tr>
<td>- SETA compliance proactively managed</td>
<td>- SETA’s</td>
</tr>
<tr>
<td>- SETA funding maximised</td>
<td>- NBI</td>
</tr>
<tr>
<td>- Government funding maximised</td>
<td>- Government</td>
</tr>
<tr>
<td>- Project funding maximised</td>
<td>- UIF</td>
</tr>
<tr>
<td><strong>Industry federations</strong></td>
<td><strong>Skills development forum</strong></td>
</tr>
<tr>
<td>- SEIFSA</td>
<td>- SEIFSA</td>
</tr>
<tr>
<td>- SASCE</td>
<td><strong>SASCE</strong></td>
</tr>
</tbody>
</table>
The Levy Grant Cycle

- **EMPLOYER**
  - Pays 1% levy

- **SARS**
  - South African Revenue Service

- **NRF**
  - National Revenue Fund

- **DHET**
  - Department of Higher Education and Training

- **NSF**
  - National Skills Fund 20%

- **SETA**
  - Keeps 10,5% for Admin

- **Grants**
  - 20% Mandatory
  - 49,5% Discretionary

- 80% of the DG will be allocated to PIVOTAL programmes
- Maximum of 20% of the DG will be allocated to non PIVOTAL programmes

- **.50% QCTO**
  - Quality Council for Trades and Occupations
Workplace Skills Plan (WSP)

• Is a high level, Macro training plan aimed at the entire organisation.

• It prescribes the training framework for the upcoming year.

• The Training Department will manage the implementation and scheduling of the training on a Micro level and reviewed by Training Committee.
WSP

• Is a document which shows the training initiatives for the upcoming year.
  ▪ Targeted training for PDI’s
  ▪ Aligned to EE and BBBEE
  ▪ Needs analysis based training

• Standardized template from MerSETA requesting the following:
  ▪ The strategic priorities of your business and training required to meet these objectives
  ▪ Planned training during coming year by race, gender and occupational category
Annual Training Report (ATR)

• ATR is a document which sets out what training was done the previous year and measures it against what was planned in the WSP.

• Standardized form from MerSETA requesting the following:
  ▪ Persons trained during previous year by race, gender and occupational category.
  ▪ Training outcomes (e.g. numbers, costs, qualifications gained).
  ▪ Current workforce profile by race, gender and occupational category.
  ▪ Reasons for any discrepancy between what planned and actual.

• Must be submitted to MerSETA to gain access to grants
The SETA Management System (SMS)
The Primary, Secondary and Labour Skills Development Facilitators (SDF)
Functions of the Primary SDF

• Consults with line managers and unions and compile the WSP and ATR.
• Identifies the strategic training objectives of the organization.
• Makes recommendations on the training and development needs of the workforce.
• Consults with employees on specific training needs.
• Provides feedback on the Skills Development process.
• Maintains training records.
• Meet with SD Committee.
• Sources appropriate training providers.

△ The Primary SDF is assisted by the Secondary SDF.
△ The Labour SDF:
  • Acts a link between Labour and the company in the skills development process
  • Takes the lead, on behalf of labour in the drafting of; and the implementation of the WSP
  • Verifies the data on the SETA system
  • Monitors the implementation of training as per the WSP

Copyright Thuthukisa not for distribution
Skills Development Planning Process

Needs Determination
- Consult with Training Committee
- Needs Analysis using Matrices
  - Facilitated by T & D Manager
  - Input from Line Manager

Workplace Skills Plan
- T & D Manager consolidates Training Needs into draft WSP
- Input from Training Comm.

WSP signed off and submitted to MerSETA SDF

Employee and Organisational Unit Performance Alignment
- Performance Management
  - Performance outcomes
  - Performance assessments
  - Performance discussion
  - Performance issues
  - Performance improvement
  - Performance gaps

Competency Framework
- Qualifications
- Formal training modules
- On the job competency assessments
- Competency gaps
- Career progression

Workplace Training Committee
- Union reps
- Management reps
- Alignment with Stakeholder requirements

Business and Strategy Alignment
- MANCO & OPCO
  - Alignment with
  - Overall company business strategy and business plan
  - Skills development act
  - Employment equity act
  - BBBEE Act
  - Statutory requirements
  - DOL
  - MerSETA

Copyright Thuthukisa not for distribution
Skills Development Programmes
Roll Out Process

Training Programmes Planned
- T & D Dept
- Based on WSP and Employee needs

Structured Training Programmes Developed
- Drafted by T & D Dept
- Input from Line Manager

Targeted Training Courses Sourced
- T & D Dept

Training Delivered as per Schedule
- Arranged by T & D Dept
- Delivered by internal/external trainers

Program Success Evaluated
- Delegates
- Line Managers
- T & D staff

Employee Competency Determined
- Line assessor

Business Impact Assessed
- Line Managers input
- Facilitated by T & D Dept

Delivery & Competence/Impact Evaluation

MerSETA WSP Implementation Reports Submitted
- T & D Department

MerSETA Discretionary Grants Reimbursement submitted

Review by Training Comm.

Copyright Thuthukisa not for distribution
The Training Committee must reflect the interest of employees from all occupational categories in the workplace.

Close engagement and interaction with the Skills Development Facilitator (SDF) consultation in the Training Committee.
Employees must be consulted about:

- The workplace skills plan (WSP)
- The report on implementation of the workplace skills plan (ATR)
- PIVOTAL programmes and implementation
- Monitoring and evaluation of training
Regulation Gazette No:9867, Vol. 570, Pretoria, 3 December 2012, No. 35940 states:

An organisation with more than 50 employees must establish a Skills Development training committee to consult and communicate with on all skills development submissions to the relevant SETA.
In the case of an employer who has a recognition agreement with a trade union or unions in place, there must be evidence provided that the WSP and ATR have been subject to consultation with the recognised trade unions and the WSP and ATR must be signed off by the labour representative appointed by the recognised trade union unless an explanation is provided.
The Training Committee must be committed to the intent and spirit of the Skill Development legislative & National skills strategy requirements.
The Training Committee should subscribe to the following commitments:

- Support and enable the SDF’s
- Communicate with each other in a collaborative manner (as opposed to adversarial)
- Provide suitable feedback on implementation of training
- Listen to each another
- Respect one another
- Support Employment Equity
- Comply with all legislative and SETA requirements
- Has registered a labour representative (Labour SDF) where a recognition agreement is in place.
A guide to consultation

• Consultation must take place prior to taking the final decision.

• All communication and discussions with employees or their representatives or the Skills Development Training Committee and any written documents pertaining to this process should avoid any implied suggestion that the employer has already reached its decision before the conclusion of the process.
The Training Committee Cycle of Functions

Consultative Process

- Reflect interest of employee from all categories in workplace
- Support EE and BBBEE
- Compliance with Legislation WSP/ATR

Monitoring

- Communication Feedback
- Skills Audit and Training Needs Analysis
- Skills Development Framework, Processes and Plans

Copyright Thuthukisa not for distribution
Framework That MerSETA Operates Within
Types of Grants: Mandatory & Discretionary

- 20% for Mandatory
- 49.50% for Discretionary
- 0.6% QCTO
- 80% of DG for Pivotal
- Co-funded Programmes

Copyright Thuthukisa not for distribution
National Skills Development Strategy (NSDS) III:
What is the National Skills Development Strategy III?

The NSDS is the overarching strategic guide for skills development and provides direction to sector skills planning and implementation in the SETAs. It provides a framework for the skills development levy resource utilisation of these institutions as well the NSF, and sets out the linkages with, and responsibilities of, other education and training stakeholders.

Extended until 2020
NSDS III: Links to National Strategic Priorities

The strategy is informed and guided by other overarching government programmes, especially the:

- Human Resources Development Strategy for South Africa (HRDSSA)
- New growth path
- Industrial Policy Action Plan
- Outcomes of the Medium-Term Strategic Framework
- Rural Development strategy
- New Environment strategy

Seeks closer synergy between the world of work and our formal education system
The Vision for NSDS III

A skilled and capable workforce that shares in, and contributes to, the benefits and opportunities of economic expansion and an inclusive growth path.

High unemployment

Skills shortages
Strategic areas of focus for NSDS III

Seven key developmental and transformational imperatives:

- Race
- Class
- Gender
- Geography
- Age
- Disability
- HIV/AIDS pandemic
## What is NSDS III

### The Seven Pillars

<table>
<thead>
<tr>
<th></th>
<th>Sector strategies aligned to government and industry development strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Relevant sector-based programmes</td>
</tr>
<tr>
<td>3</td>
<td>Professional, vocational, technical and academic learning (PIVOTAL) programmes</td>
</tr>
<tr>
<td>4</td>
<td>Programmes that contribute towards the revitalisation of vocational education and training</td>
</tr>
<tr>
<td>5</td>
<td>Incentives for training and skills development capacity in the cooperative, NGO and trade union sectors</td>
</tr>
<tr>
<td>6</td>
<td>Partnership between public and private training providers, between providers and SETAs and between SETAs, addressing cross-sectoral and inter-sectoral needs</td>
</tr>
<tr>
<td>7</td>
<td>An increased focus on skills for rural development</td>
</tr>
</tbody>
</table>

Copyright Thuthukisa not for distribution
The Goals of NSDS III

1. Establishing a credible institutional mechanism for skills planning

2. Increasing access to occupationally-directed programmes

3. Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities

4. Addressing the low level of youth and adult language and numeracy skills to enable additional training
5. Encouraging better use of workplace-based skills development

6. Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives

7. Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

8. Building career and vocational guidance
NSDS III: Responsibility

Implementing NSDS III is a collective responsibility

To varying degrees, responsibility lies with all the stakeholders and partners in skills development

The DHET and SETA will play a leading role in ensuring that the goals and objectives of the NSDS are realised
Challenges of Engaging in Effective Skills Development within the current system
Challenges of Engaging in Effective Skills Development within the current system

- Undertaking a through and comprehensive WSP and skills roll out process is time consuming and resource intensive
- SETA processes are bureaucratic, time consuming and complicated. Each SETA has its own unique approaches, rules and processes
- Timelines for WSP submission is difficult – lots to get through in the first three working months in the year.
- Involved, time consuming and complex consultation process
- Adversarial relationships and lack of common agenda in consultation with unions. e.g:
  - Training of external unemployed youth
  - Time off for large number of permanent employee for long term extensive programs
  - Selection criteria and process for identification of candidates
  - Types of training programs that are priority – Labour focused on programmes that are not aligned to company needs, competencies and career paths
Challenges of Engaging in Effective Skills Development within the current system

- Lack of understanding from Labour and Labour representations on the overall skills development and strategy of the system – want to operate outside of the framework
- Lack of understanding from company Management and Executives on the overall skills development and strategy of the system – SDF becomes the ham in the sandwich
- Long turnaround times for SETA to process applications and documents –
  - Learnership and apprentice contracts
  - Loading on to database
  - Linking of registered with approved qualification for first and second tranche payment
  - Linking of successfully completed candidates to approve programmes for final tranche payments
Challenges of engaging in effective Skills Development within the current system

- Overall bureaucracy inefficiency poor manual and computer systems of SETA’s
- Continuously changing versions of documents and introduction of new documents without clear communications and notification to companies
- Continuously changing rules, regulations and interpretations by different SETA officials
  - Entrance requirements and alternative proof such as affidavits and results of assessments
- Complex processes to recover approved grant funding from SETA’s
- Timing of notice of approval SETA grants is too close to the end of the year
  - No time to roll out all programs approved
  - Programs applied for and not approved becomes a full cost to the company
Challenges of engaging in effective Skills Development within the current system

It is near impossible to engage in meaningful WSP and Skills development roll out without a well resourced training department with deep specialist skills development expertise

Or

Making use of a specialist skills development company working closely with your employer federation (SEIFSA) and sharing resources

Despite these challenges it must be noted that it is compulsory to submit and obtain approval for WSP and ART, and roll out the programs as per submitted plans
Team Exercise

Smart strategies to overcome Skills Development challenges
Smart strategies to overcome Skills Development challenges

- Consolidate all skills and related HR issues and initiatives identified in previous years
- Distil into skills development needs and map to accredited SETA mandatory and pivotal programmes
  - Weakness management of foreman and superintendents as shop floor managers
  - This can be converted into a need for supervisory learnerships at Level NQF3 and NQF4
  - And incorporate into the WSP
  - Send out needs analysis and skills audit questioners
Smart strategies to overcome Skills Development challenges

• Conduct a high level training needs analysis in the next few weeks using the following short term process:
  o Conduct desk top analysis from available information.
    ▪ Business plan and strategy documents
    ▪ Exco and other monthly reports
    ▪ From previous years including assessments, performance appraisals and talent and succession plans
  o Engage in needs analysis with managers
  o Conduct needs analysis workshop with a various internal stakeholder groups
  o Send out needs analysis and skills audit questioners

• Put in place a training needs analysis plan to conduct a comprehensive needs analysis that collects information throughout the year for the following year and follow through
Smart strategies to overcome Skills Development challenges

• Design the skills development process as a large scale integrated project comprising a number of streams of subprojects
• Share resources and collaborate with other companies in the sector, through a SEIFSA initiated forum
• Set up sector based skills development stakeholder workshops through SEIFSA and SETA acting as credible neutral facilitators - Labour, management and skills practitioners to attend jointly
• Set up a serious of structured (refer to SEIFSA consultation guide) well sequenced skills committee workshops that enables the skills committee to deal with WSP process in step by step progressive manner
  • Where there are issues of trust and conflict utilise and external facilitator
  • Clearly identify issues not directly related to skills development and refer to other appropriate structures for resolutions

Copyright Thuthukisa not for distribution
Smart strategies to overcome Skills Development challenges

- Get to know the various officials dealing with various skills portfolios and nature a close working relationship with them
  - Build a partnership relationship with your respective SETA
  - Regularly visit the SETA and engage in discussions with respective SETA staff in order to track of progress, identify obstacles and ensure document finalization and offer assistance to address the identified barriers
  - Participate in an SEIFSA led sector skills development forum to regularly engage with SETA officials on skills development issues and initiatives
- Use specialist services and its alliance partners in order to share resources rather then reinvent the wheel on your own.
Smart strategies to overcome Skills Development challenges

• Adopt the multiple benefit approach to skills development in order to address skills, BBBEE, Talent and Succession, Career Development and related HR initiatives in one integrated initiative
• In this way there is no fragmentation, wastage and straining of limited resources and continuous rework of similar issues for different purposes
The Career Ladder Concept

*Structured sequence of job positions/roles through which a person progresses in an organization*
Examples of non-formal development programmes

• Coaching by a manager/supervisor or experienced colleague
• Mentoring by a senior or more experienced colleague
• On-the-job training
• Field trips and site visits
• Practical demonstrations by experienced staff members
• Briefings by internal and/or external experts
• Work exposure
• Communication e.g., Work Readiness
• Other informal development programmes?
Characteristics of the required programmes

• What is the nature of the programme required?
  • Formal training, on-the-job training, coaching or informal development intervention other than training
• What are the outcomes that should be achieved?
  • What must learners know, understand and be able to do at the end of the programme?
• Should the programme lead to a national qualification?
  • If so, what is the most appropriate learning route?
• If a short course will be sufficient, should it be a:
  • Credit-bearing programme or non-credit bearing short course?
  • Refer to Learning Programme Matrix
## Types of formal learning programmes (1)

<table>
<thead>
<tr>
<th>Description of learning programme</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| **Learnership**: A structured learning programme that combines theoretical learning provided by a training institution with practical work experience gained with an employer | • Registered by SETAs with the DoL  
• Leads to a national qualification registered by SAQA  
• Linked to an occupation  
• Implementation is governed by a Learnership Agreement  
• Generally completed over 12-18 months |
| **Apprenticeship**: Is a learnership in a trade. Apprenticeship is same as a learnership, except that it is linked to a recognised trade | • Governed by the same Learnership Agreement  
• Learners obtain a national qualification after completing a trade test |
## Types of formal learning programmes (2)

<table>
<thead>
<tr>
<th>Description of learning programme</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| **Skills programme**: A short learning programme aligned to a registered unit standard or standards, and designed to build occupation-relevant skills | • Formally assessed by a registered assessor  
• Enables a learner to achieve credits  
• Subject to specified quality-assurance requirements  
• Registered with a SETA  
• Duration varies, but shorter than a year |
| **Internship**: An arrangement to employ a person in a temporary capacity with the primary purpose of gaining work experience, e.g. young people after completing a qualification | • Learner enters into a contractual arrangement with an employer to perform work related to the qualification  
• Aimed at providing work experience to assist young people to enter employment |
Types of formal learning programmes (3)

<table>
<thead>
<tr>
<th>Description of learning programme</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| Professional, Vocational, Technical & Academic Learning programmes (PIVOTAL)  
  • Lead to occupationally-directed qualification  
  • Delivered by college or university  
  • Includes supervised practical learning in a workplace  
  • Co-operation between 3 parties: SETA, higher or FET institution and employer  
  • E.g. apprenticeships, learnerships, internships, skills programmes, professional placements, work-integrated learning & work experience placements – must result in qualifications |  
  • Occupation-directed qualifications  
  • Supervised practical workplace-based learning to promote occupational competence  
  • Work experience to assist in finding employment  
  • Employers access more money from the SETA grants (10% of mandatory grants ring fenced)  
  • Relevance to labour market needs |
### Not all learning is ‘NQF-able’

<table>
<thead>
<tr>
<th>NQF-aligned programmes</th>
<th>Learning that is not NQF-able</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key features:</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>- Aligned to SAQA-registered unit standards and/or qualifications</td>
<td>- Personal &amp; inter-personal growth/ awareness</td>
</tr>
<tr>
<td>- ETQAs accredit institutions to offer these programmes</td>
<td>- Action learning – generate creative unpredictable solutions</td>
</tr>
<tr>
<td>- Subject to ETQA quality assurance processes</td>
<td>- Organizational change interventions</td>
</tr>
<tr>
<td>- Assessors must be registered</td>
<td>- Continuous Professional Development</td>
</tr>
<tr>
<td>- Learner achievements are recorded on the National Learners’ Records Database (NLRD)</td>
<td>- Just-in-time solutions to newly emerged situations</td>
</tr>
<tr>
<td><strong>Conditions:</strong></td>
<td><strong>Conditions:</strong></td>
</tr>
<tr>
<td>- No registered unit standards</td>
<td>- No registered unit standards</td>
</tr>
<tr>
<td>- NQF alignment not possible or desirable</td>
<td>- NQF alignment not possible or desirable</td>
</tr>
<tr>
<td>- Not subject to ETQA quality assurance processes</td>
<td>- Not subject to ETQA quality assurance processes</td>
</tr>
<tr>
<td>- Formal assessment not required or not desirable (but possible)</td>
<td>- Formal assessment not required or not desirable (but possible)</td>
</tr>
<tr>
<td>- Assessors not required to be registered</td>
<td>- Assessors not required to be registered</td>
</tr>
<tr>
<td>- Internal recognition of achievements</td>
<td>- Internal recognition of achievements</td>
</tr>
</tbody>
</table>
Accelerated Knowledge Transfer & Skills Retention

Loss of high level experience & expertise

Structured accelerated skills transfer program

Coaching based programs for accelerated transfer of knowledge and expertise
Levels of Competence and Expertise

Artisan Career Ladder

- Novice: Follows explicit rules
- Advanced beginner: Begins to notice examples of meaningful additional aspects of the situation
- Competent Performer: Seek new rules to cope with new situations
- Proficient Person: Gradually replaces rules, principles and reasoned responses, with Intuitive behavior but still needs to make judgments.
- Senior Artisan: Uses professional judgment based on experience & expertise. No longer needs to decide, but automatically discriminates between a vast repertoire of examples, in other words he sees how to reach goals. Unconscious competence is dominant – Tacit Expertise
- Expert: Uses professional judgment based on experience & expertise. No longer needs to decide, but automatically discriminates between a vast repertoire of examples, in other words he sees how to reach goals. Unconscious competence is dominant – Tacit Expertise
- Master Artisan: Uses professional judgment based on experience & expertise. No longer needs to decide, but automatically discriminates between a vast repertoire of examples, in other words he sees how to reach goals. Unconscious competence is dominant – Tacit Expertise

- Newly Qualified Artisan Year One
- Newly Qualified Artisan Year Two
- Experienced Artisan
Career Ladder Options for Senior Artisans

**Head of Technical**
- Group Development Manager
  - Section Engineer
    - Plant Engineering Manager
    - Project Engineering Manager
    - Workshop Manager
    - Superintendent
    - Foreman
  - Management Stream
  - Technical Stream
    - Design Technician
    - Project Engineer
    - SNR Technical Planner or Superintendent
    - Master Artisan
    - Workshop Manager
  - Maintenance Planner

**Head of Group Training**
- Group Training Manager
  - Section Head - Training
    - Principal Trainer
    - SNR Trainer
    - Trainer
  - Training Stream
    - Sales & Marketing Manager
    - Sales Engineer
    - Production Planning Stream

**Head of Sales & Marketing**
- Sales Manager
  - Sales Stream

**Head of Operations**
- General Manager
  - Planning Manager
  - Production Control Manager
  - Senior Planner
  - Production Planner
  - Production Stream
  - Manufacturing or Operations Manager
  - Production Manager
  - Superintendent
  - Foreman
  - Production Stream

**Senior Artisan/Charge Hand**

Copyright Thuthukisa not for distribution
Proposed Operator Career Ladder Framework

Operator Level 2
Trainee Operator Program (for external candidates)

Operator Level 3
Competent Operator

Operator Level 4
Experienced Operator

Operator Level 5
Master Operator

First Line Manager

Production Manager

- Partnering with business schools
- High performing generalist managers with areas of specialist expertise

- Accredited Module Program
- NQF level 4 –National Certificate in management

- NQF level 4 accredited –National Certificate in Production Technology
- Continuous improvement certificate

- NQF level 3 accredited –National Certificate in Production Technology
- Continuous improvement – Lean Manufacturing

- NQF level 3 accredited –National Certificate in Production Technology
- Continuous improvement

- NQF/NCV level 2 accredited –National Certificate in Production
- Continuous improvement

Copyright Thuthukisa not for distribution
Career Ladder Options for Production Operations

**Head of Technical**
- Plant Engineering Manager
  - Section Engineer
  - Workshop Manager
  - Engineering Superintendent
  - Master Artisan/Foreman
  - SNR Artisan/Charge hand
  - Experienced Artisan
  - Newly Qualified Artisan
  - Semi skilled Artisan

**SHE**
- Group SHE Manager
  - SHE Manager
  - SNR SHE Officer
  - SHE Officer
  - SHE Administrator

**Head of Group Training**
- Group Training Manager
  - Section Head - Training
  - Principal Trainer
  - SNR SHE Officer
  - SHE Officer
  - SHE Administrator

**Sales & Marketing**
- Marketing and Sales Manager
  - Sales Manager
  - SNR Sales Rep
  - Sales Rep
  - Sales Administrator

**Head of Operations**
- General Manager
  - Planning Manager
  - Sales Manager
  - SNR Sales Rep
  - Sales Rep
  - Sales Administrator

**Engineering Stream**
- Engineer
  - Superintendent
  - Section Engineer
  - Workshop Manager
  - Engineering Superintendent

**Quality Stream**
- Quality Manager
  - QA Manager
  - SNR Auditor
  - Auditor
  - Administrator

**Senior Operator**
- (NQF 4 Production Technology)

Copyright Thuthukisa not for distribution
Accelerating the Journey to Captains of the Economy

- School Career Success Program
- Youth Post school Readiness
- World of Work Readiness
- Career Success Program
- Expertise Transfer for Young Professional
- Incubation
- Support for Sustainable Business
- Readiness for Entrepreneurial Success
- Youth Post school Readiness
- School Career Success Program

Copyright Thuthukisa not for distribution
<table>
<thead>
<tr>
<th>ENTRPRENEURIAL LEADER</th>
<th>CORPORATE LEADER</th>
<th>TECHNICAL LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 14 - Accelerated Business Development Program</td>
<td>Program 12 - Accelerated Leadership Development Program</td>
<td>Program 10 - Accelerated Professional Development Program</td>
</tr>
<tr>
<td>Program 13 - Business Leadership and Growth for High Flying Entrepreneurs</td>
<td>Program 11 - Senior Leadership and Management Development Programme for High Flying Leaders</td>
<td>Program 9 - Professional and Technical Development Programme for High Flying Experts</td>
</tr>
</tbody>
</table>

Below programmes will be funded through a Co funding model – Government, SETA, Company Skills, Enterprise & Supplier Development Funding

<table>
<thead>
<tr>
<th>Program 7 - Support for Sustainable Business Program</th>
<th>Program 8 - Work Success for Young Professionals Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 5 - Incubation Program</td>
<td>Program 6 - Career Success Program</td>
</tr>
<tr>
<td>Program 3 Readiness for Entrepreneurial Success Program</td>
<td>Program 4 Readiness for Business &amp; the World of Work Success</td>
</tr>
</tbody>
</table>

Program 2 Readiness for Post School Success Program
TVET, University of Technology, University Program Mastery for Success in Post School Education

Program 1 - Readiness for Career Success Program
High School Mastery in Choosing an Appropriate Career Program

Proactive Approach and Contribution Towards Transformation

<table>
<thead>
<tr>
<th>BEE</th>
<th>Employment Equity</th>
<th>Skills Development</th>
<th>Enterprise &amp; Supplier Development</th>
</tr>
</thead>
</table>
WORLD AND WORK READY YOUTH
“From a Burden to a Valued Workplace Contributor”

MINDSET
Understanding 21st century world of work
Team leadership
Personal mastery
Entrepreneurial skills
Resilience and Endurance
Energy
Team player
Can do attitude

TECHNICAL
Analytical thinking
problem solving
Root cause skills
Technical world-class manufacturer 5S
Value stream
Quality
Computer skills

WORLD CLASS SKILLS
5S
Value stream
Productivity concept
OEE
Downtime

MANDATORY SKILLS AND LEGAL COMPLIANCE
Risk management A1-A3
She Representative
First AID, Fire fighting
Lock isolation
Working at heights
Erecting Scaffolding
Confined speed
Crane and forklift
Medical fitness

Holistically Developed Model
Mastery For Sustainable Success
Management Ladder of Learning

**Role Profiles done:**
- Standardized & detailed
- Profile in production detailing role & responsibilities
- Role clarification and clearing confusion
- Serve a basis to determined the competency framework for assessment
- Profiles From FLM to Manufacturing Manager

**Executive Management Development Program**
- Partnering with business schools
- Strong focus on strategy, change Leadership and world class leadership practices

**Senior Management Development Program**
- Partnering with business schools
- World class leadership practices
- Crafted & customised MDP for Business’s unique needs

**Middle Management Development Program**
- Partnering with business schools
- High performing generalist managers with areas of specialist expertise

**First Line Management Development Program**
- Critical weakness
- 9 Module Program
- NQF level 4 accredited – National Certificate in management
- Combination of in-house training and external providers.

**Shop-floor development Program**
- In-house accredited trainers
- SAQA NQF 2;3 & 4 in Production Operational Programs
- Technical/Operations Skills
- Business Understanding
- Shop floor leadership

**Copyright Thuthukisa not for distribution**
Skills Development
BBBEE Scorecard Requirements
## The Skills Development Element: 20 points:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Weighting Points</th>
<th>Compliance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development expenditure on any programme specified in the Learning Programme Matrix for black people as a percentage of the leviable amount</td>
<td>Skills development expenditure on learning programmes specified in the LPM for black people as a percentage of leviable amount</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td>Skills development expenditure on learning programmes specified in the LPM for black employees with disabilities as a percentage of leviable amount</td>
<td>Skills development expenditure on learning programmes specified in the LPM for black employees with disabilities as a percentage of leviable amount</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>Learnerships, Apprenticeships and Internships</td>
<td>Number of black people participating in learnerships, apprenticeships and internships as a percentage of total employees</td>
<td>4</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>Number of black unemployed people participating in training specified in the LPM as a percentage of number of employees</td>
<td>4</td>
<td>2.5%</td>
</tr>
<tr>
<td>Bonus Points</td>
<td>Number of black people absorbed by the measured and industry entity at the end of the learnership programme</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
Skills Development
BBBEE Scorecard Requirements

- Compliance targets again based on the overall demographic representation of black people.
- Entities have to submit Workplace Skills Plan, Annual Training Reports, SETA approved PIVOTAL reports.
- Have to implement a priority skills programme
- The 6% target includes expenditure for unemployed black people.
- Trainee tracking tool to be developed
- As this is a priority element an entity must achieve a minimum of 40% of the targets (all categories). Non compliance will result in discounting of one level on final scorecard
Conclusion
Outcomes of an Effective Skills Development Strategy Implementation

- Builds Core, Critical Organisational Competencies & Capabilities
- Facilitates Operations Excellence & World Class Manufacturing Standards
- "Grows sustainable capability and world class competitiveness"

Copyright Thuthukisa not for distribution
Thuthukisa’s Multiple Benefits Skills Model

**Approach**
- Project Management
- Integrated Business Solutions
- Minimised Costs & Shared Resources

| Transformation BEEE | • Skills development  
|                    | • Youth entrepreneurship  
|                    | • Enterprise development  
|                    | • Supplier development |

**Maximised Grant funding**
- WSP & ATR Integrated
- Training roll-out project managed to qualification completion and grant funding reimbursed to company
- SETA compliance proactively managed
- SETA funding maximised
- Government funding maximised
- Project funding maximised

**Approach**
- Integrated turnkey solution
- One Stop Shop
- Partnerships with Stakeholder Bodies

| Small business incubation & support  
| Partnership with a small group of high calibre joint venture stakeholders  
| Maximization / scorecard points integrated through multiple benefit initiatives |

**Partnership With Stakeholder Bodies**
- Skills development bodies
  - SETA’s
  - NBI
  - Government
- Industry federations
  - SEIFSA
  - Skills development forum
  - SASCE
- Education institution & sector bodies
Thank you

For further information please contact:
Telephone: 011 825 0647
Preggy Chetty: 082 389 2363
preggychetty@outlook.com

Paulos Mahlangu: 081 425 4791
mahlangup1@outlook.com

Homera Kadwa: 072 561 4799
homerakadwa@gmail.com