



MOGALE CITY LOCAL MUNICIPALITY

# Succession Planning and Career Pathing Policy

2026 - 2027

# Draft Succession Planning and Career Pathing Policy

## DOCUMENT MANAGEMENT

Document Name	Draft Succession and Career Pathing Policy
Owner	Council Municipal Manager Executive Director Manager: Human Capital Management
Custodian	Assistant Manager: Learning and Development & Recruitment and Human Capital Administration
Version	1
Effective Date	1 July 2026
Approval Date	

## TABLE OF CONTENTS

1. Abbreviations and Definitions .....	4
2. Purpose.....	6
3. Policy Objectives .....	6
4. Scope .....	6
5. Guiding Principles .....	7
6. Roles and Responsibilities.....	7
7. Implementation Framework .....	7
8. Compliance and Reporting .....	11
9. Dispute Process .....	11
10. Financial Implications .....	11
11. Monitoring and Evaluation of the Policy .....	11
12. Policy Review .....	11
13. Communication .....	11
14. Approval .....	12

## 1. Abbreviations and Definitions

### 1.1 Abbreviations

<b>ABBREVIATION</b>	<b>ACRONYM</b>
<b>ECSA</b>	Engineering Council of South Africa
<b>EEA</b>	Employment Equity Act
<b>HCM</b>	Human Capital Management
<b>IDP</b>	Integrated Development Plan
<b>IDPs</b>	Individual Development Plans
<b>IMFO</b>	Institute of Municipal Finance Officers
<b>LGSETA</b>	Local Government Sector Education and Training Authority
<b>MCLM</b>	Mogale City Local Municipality
<b>MLDP</b>	Municipal Leadership Development Programmes
<b>MSA</b>	Municipal Systems Act
<b>NSG</b>	National School of Governance
<b>NQF</b>	National Qualification Framework
<b>SAMDI</b>	South African Management Development Institute
<b>SAICE</b>	South African Institute of Civil Engineering
<b>SAIPA</b>	South African Institute of Professional Accountants
<b>SAQA</b>	South African Qualifications Authority
<b>SETA</b>	Sector Education and Training Authorities
<b>WSP</b>	Workplace Skills Plan

## 1.2 Definitions

TERM	DEFINITIONS
<b>Career Pathing</b>	Means ensuring that each selected member's potential is developed to its fullest extent and that there is a career mapped out for him/her in the municipal service. The aim should be an attempt to train and develop the employee to the extent that he/she is able to reach the level of seniority to which he aspires and to be able to competently undertake the duties attached to that post.
<b>Critical Skills</b>	Scarce and critical skills that are required within an occupation to perform at the required level of competence.
<b>Competency-Based Assessments</b>	Evaluation of employees based on defined skills, behaviours, and knowledge areas.
<b>Designated Groups</b>	As defined in the Employment Equity Act (usually refers to Black people, women, and people with disabilities).
<b>Emerging Leaders Programme</b>	A specific leadership development initiative.
<b>Employment Equity Act (EEA)</b>	National legislation aimed at promoting fair treatment and diversity in employment.
<b>Employment Equity Plan</b>	A structured strategy to address past discrimination and improve workplace diversity.
<b>Individual Development Plan (IDP)</b>	A personalized roadmap for an employee's career development.
<b>Integrated Development Plan (IDP)</b>	A municipal planning instrument to align development goals and budget.
<b>Local Government: Regulations on Appointment and Conditions of Employment of Senior Managers</b>	Specific regulatory framework that affects senior appointments
<b>Learnerships</b>	Structured learning Programmes combining theory and practice, registered with <b>SAQA</b> .
<b>Mentorship and Coaching</b>	Development strategies involving experienced employees supporting less experienced ones.
<b>Municipal Staff Regulations</b>	Regulations governing the employment and conduct of municipal staff.
<b>Municipal Systems Act (MSA)</b>	Legal framework for municipal governance and service delivery.
<b>Municipal Leadership Development Programmes (MLDP)</b>	Structured leadership training typically supported by LGSETA.
<b>Performance Appraisals</b>	Formal evaluations of an employee's work performance.

<b>SAQA (South African Qualifications Authority)</b>	Body that oversees the development and implementation of the National Qualifications Framework (NQF).
<b>Scarce Skills</b>	A need for skilled individuals within a specific profession, occupation, or sector.
<b>Specialist Position</b>	Refers to a role that requires advanced or expert knowledge in a specific field, discipline, or function critical to municipal operations. These positions typically involve the application of technical, scientific, legal, financial, or professional expertise to solve complex problems, advise decision-makers, or manage specialized functions. Examples include Engineers, Legal Advisors, ICT Specialists, Environmental Officers, and Forensic Auditors, Town Planners, etc.
<b>Sector Education and Training Authorities (SETAs)</b>	Bodies that facilitate skills development in various economic sectors.

## 2. Purpose

The purpose of this policy is to ensure the continuity of leadership and critical and scarce skills within the municipality by identifying, developing, and retaining talent from designated groups in accordance with the Employment Equity Act and the Municipal Staff Regulations. It aims to promote equitable representation across all occupational levels and categories.

## 3. Policy Objectives

- 3.1 Ensure that suitably qualified individuals are available to fill key positions.
- 3.2 Promote the advancement of historically disadvantaged individuals.
- 3.3 Align succession planning with the municipality's Integrated Development Plan (IDP), Employment Equity Plan, and budget.
- 3.4 Foster a culture of continuous learning and career development.
- 3.5 Reduce skills gaps and staff turnover through proactive talent management.
- 3.6 Ensure that training programmes are undertaken in an orderly fashion and that training initiatives are career oriented.

## 4. Scope

This policy applies to all permanent employees of the municipality, with a focus on designated groups as defined in the Employment Equity Act.

## 5. Guiding Principles

**5.1 Equity and Inclusion:** Succession planning must support the equitable representation of designated groups.

**5.2 Transparency:** Processes must be fair, documented, and communicated.

**5.3 Merit and Potential:** Selection for development must be based on performance, potential, and alignment with equity targets.

**5.4 Integration:** Succession planning must be integrated with recruitment, training, performance management, and career development.

## 6. Roles and Responsibilities

ROLE	RESPONSIBILITY
<b>Executive Director</b>	<ul style="list-style-type: none"><li>• Champion succession planning and ensure alignment with strategic goals.</li></ul>
<b>HR Learning and Development Sub-Unit</b>	<ul style="list-style-type: none"><li>• Facilitate implementation, monitor progress, and report on compliance.</li></ul>
<b>Managers</b>	<ul style="list-style-type: none"><li>• Identify potential successors and support their development.</li><li>•</li></ul>
<b>Employees in the Succession Programme</b>	<ul style="list-style-type: none"><li>• Engage in development opportunities and career planning.</li><li>•</li></ul>
<b>Trade Unions</b>	<ul style="list-style-type: none"><li>• Support equitable implementation and employee participation.</li><li>•</li></ul>
<b>Training Committee</b>	<ul style="list-style-type: none"><li>• Monitors the implementation of the succession and career pathing programme.</li><li>•</li></ul>

## 7. Implementation Framework

### 7.1 Identification of Critical Positions

The Training Committee in consultation with the Learning and Development and the respective Executive Director of the respective Departments must determine critical positions that are vacant and can be ringfenced for succession planning annually. Some of the criteria to use in identifying these positions include:

- a) Departmental Skills Audit results
- b) Organisational structure to determine the levels and location of the positions.

- c) Job descriptions to determine the competencies, preferred requirements of the job and the expected outcomes of the jobs which must comply with unit standards as prescribed in the National Qualifications Framework.
- d) Prioritise these positions in terms of the critical sectors to local government.
- e) Determine the number of positions likely to be vacant in the next five years through age analysis for both permanent and fixed-term positions.
- f) Determine how much will be required for funding the vacant positions, education and training, and the tools of trade that will be required for the participants.
- g) Determine and declare the qualifications and training that potential participants in the succession programme will be expected to enrol in for that particular financial year.

## 7.2 Selection of the Employees to Participate in the Succession Programme

The selection criteria principles will include the principles of transparency, fairness, propensity to succeed, employment equity, previous performance assessments, organisational fit, leadership qualities and willingness to learn and develop and most importantly critical skills that are in line with the objectives and goals of the Municipality.

There will be an internal advertisement of the critical positions where one or the combination of the following assessments will be used:

<b>ASSESSMENT TOOL</b>	<b>WHAT IT MEASURES</b>
<b>Performance Assessments (Appraisals)</b>	<ul style="list-style-type: none"> <li>• Recent performance review scores and feedback and consistent high performance</li> </ul>
<b>Psychometric / Leadership Assessment Batteries</b>	<ul style="list-style-type: none"> <li>• 9-Box Grid to measure performance vs. potential matrix</li> <li>• Cognitive ability, leadership style, and/or personality</li> <li>• Peer, subordinate and supervisor input (360 degrees)</li> </ul>
<b>Career Development Plans /Paths</b>	<ul style="list-style-type: none"> <li>• Review Individual Development Plans (IDPs) to assess career goals and alignment with future roles.</li> </ul>
<b>Competency Assessments for middle and senior management positions</b>	<ul style="list-style-type: none"> <li>• Use competency frameworks to evaluate skills against key roles' requirements.</li> </ul>
<b>Structured Interviews or Panels</b>	<ul style="list-style-type: none"> <li>• Conduct interviews to assess interest, motivation, and leadership aspirations.</li> </ul>
<b>Talent Reviews</b>	<ul style="list-style-type: none"> <li>• Line Managers and Human Capital Management to discuss potential successors</li> </ul>

### 7.2.1 Selection of Mentors / Coaches

In a succession planning or accelerated development programme, the best-suited mentors or coaches are individuals who possess a combination of leadership experience, institutional

knowledge, emotional intelligence, and a commitment to talent development. Below is a breakdown of who is the most suitable candidate.

#### **a) Executive Directors**

##### **Why?**

- They bring strategic insight and broad organizational perspective.
- Have real-life leadership experience and can guide mentees on navigating high-level challenges.
- Help mentees align their development with organizational goals.

They are best for preparing successors for executive or senior management roles.

#### **b) Experienced Assistant Managers**

##### **Why?**

- Closer to day-to-day operations and practical leadership issues.
- Can share lessons from rising through the ranks.
- Often more available and relatable to emerging leaders.

Best for mentoring employees moving into supervisory or mid-level roles.

#### **c) Subject Matter Experts**

##### **Why?**

- Provide technical guidance and help successors build deep expertise in specialized areas.
- Crucial in succession for roles requiring high technical proficiency.

**Best for:** Technical career paths and knowledge transfer in niche roles.

#### **d) Retired or Soon-to-Retire Leaders**

##### **Why?**

- Have deep institutional knowledge and are often open to legacy-building.
- Can offer focused mentoring during the handover period.

Best for transition planning for hard-to-replace positions or niche roles.

#### **e) Certified Coaches (Internal or External)**

##### **Why?**

- Trained in coaching methodologies.
- Focused on personal development, behaviour change, goal setting, and performance improvement.
- Provide confidential, non-judgmental space for reflection and growth.

Best for high potential employees with behavioural, leadership, or interpersonal development needs.

For coaching and mentorship to succeed in the succession planning process, the municipality must have a structured mentorship programme and be committed to developing and funding those who are willing to participate.

### 7.3 Training and Development Programmes

Employees participating in a succession planning programme in local government should be exposed to a well-rounded mix of developmental programmes. These should be aligned with the strategic goals of the municipality and designed to build leadership capacity, technical skills, and institutional knowledge. Below are examples of training and education interventions, depending on each employee's career path and development needs.

#### a) Skills Development Programmes

- **Short Courses and Skills Programmes:** Targeted, unaccredited training aligned with job-specific competencies to close immediate skills gaps. These are especially useful for preparing employees from designated groups for promotion.
- **Accreditations:** Formal qualifications registered with the South African Qualifications Authority (SAQA), aimed at developing technical and professional skills over a longer term.

#### b) Leadership and Management Development

- **Emerging Leaders Programme** A 12–18-month Programme for high-potential employees, focusing on strategic thinking, financial management, and people leadership.
- **Mentorship and Coaching:** Senior managers, managers and assistant managers will mentor identified successors to transfer institutional knowledge and leadership skills.

#### c) Career Pathing and Individual Development Plans (IDPs)

- Each employee identified in the succession plan will have a tailored IDP, with HCM and their managers, outlining:
  - Required competencies for the target role
  - Training interventions (formal and informal)
  - Milestones and timelines for readiness

#### **d) Compliance and Monitoring**

- All training initiatives will be aligned with the municipality's **Workplace Skills Plan (WSP)**/ Annual Training Report. (ATR) and **Employment Equity Plan**.
- Progress will be tracked quarterly, and outcomes will be reported in the annual Employment Equity Report.

#### **e) Partnerships and Funding**

- The municipality will collaborate with **Sector Education and Training Authorities (SETAs)** and accredited training providers to access funding and ensure quality delivery.
- Preference will be given to training providers who offer Programmes tailored to local government needs and transformation goals

#### **f) Academic and Professional Qualifications**

- Part-time bursaries for NQF-aligned qualifications (e.g., in public administration, governance, finance)
- SAMDI/National School of Government courses
- Professional body membership (IMFO, SAIPA, SAICE, ECSA, LGSETA certifications), etc.

### **8. Compliance and Reporting**

- Annual reporting on succession planning outcomes must be submitted as part of the Employment Equity Report and WSP/ATR.
- Non-compliance may result in corrective action as per HCM governance protocols.

### **9. Dispute Process**

If there is a dispute about the interpretation or application of this policy, it shall be dealt with in accordance with the grievance procedure in the collective agreement. Should the dispute not be resolved internally, then such dispute shall be referred to external structures such as the SALGBC. This dispute will be dealt with under training disputes.

### **10. Financial Implications**

The Municipality will allocate sufficient financial and other necessary resources to support and implement this policy, provided it remains affordable and financially sustainable.

### **11. Monitoring and Evaluation of the Policy**

HCM subdivision, ODD, L&D, and R&HCA will monitor the implementation of this policy in consultation with all stakeholders concerned, including the Training Committee, Recruitment and Human Capital Administration, and the Executive Director: Corporate Support Services.

### **12. Policy Review**

The SCP Policy shall be reviewed as and when required.

### **13. Communication**

This policy shall be communicated to all Municipal employees using the full range of communication methods available to the Municipality.

### **14. Approval**

Municipal Manager:	
Signature:	
Date Approved:	
Effective Date:	