



**MTHONJANENI MUNICIPALITY**

## **PERFORMANCE AGREEMENT DIRECTOR TECHNICAL SERVICES**

Made and entered into by and between:

**MTHONJANENI MUNICIPALITY**

Represented by the Municipal Manager

**PHILANI PHILEMON SIBIYA**

And

**MCHUNU SANELISIWE FAVOURITE**

IDENTITY NO. 840403 1122 08 4

**THE EMPLOYEE OF THE MTHONJANENI MUNICIPALITY**

FOR THE

**FINANCIAL YEAR: 01 JULY 2019 – 30 JUNE 2020**

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# PERFORMANCE AGREEMENT

## ENTERED INTO BY AND BETWEEN:

The Mthonjaneni Local Municipality herein represented by **Mr Philani Philemon Sibiya** in his capacity as the ( hereinafter referred to as the Employer or Supervisor )

and

**Mchunu Sanelisiwe Favourite**, Employee of the Municipality (hereinafter referred to as the Employee).

## WHEREBY IT IS AGREED AS FOLLOWS:

### 1. INTRODUCTION

- 1.1. The **Employer** has entered into a contract of employment with the **Employee** in terms of section 57(1)(a) of the Local Government : Municipal Systems Act 32 of 2000 ("the Systems Act"). The **Employer** and the **Employee** are hereinafter referred to as "the Parties".
- 1.2. Section 57(1)(b) of the System Act , read with the contract of Employment concluded between the parties, requires the parties to conclude an annual performance agreement.
- 1.3. The parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the **Employee** to a set of outcome that will secure local Government Policy goals.
- 1.4. The parties wish to ensure that there is compliance with section 57(4A), 57(4B) and 57(5) of the systems Act and the Performance Regulations gazetted in Notice No 805, published on 1<sup>st</sup> August 2006

### 2. PURPOSE OF THIS AGREEMENT

The purpose of this Agreement is to-

- 2.1. Comply with the provisions of Section 57(1)(b), (4A)(4B) and (5) of Act as well as the employment contract entered into between the parties;
- 2.2. Specify objectives and targets defined and agreed with the employee and to communicate to the employee the employer's expectations of the employee's performance and accountabilities in alignment with the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) AND THE Budget of the Municipality;
- 2.3. Specify accountabilities as set out in performance plan, which forms an annexure to the performance agreement;
- 2.4. Monitor and measure performance against set targeted outputs;

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- 2.5. Use the performance agreement as the basis for assessing whether the employee has met the performance expectations applicable to his or her job;
- 2.6. In the event of outstanding performance, to appropriately reward the employee: and
- 2.7. Give effect to the employer's commitment to a performance-orientated relationship with its employee in attaining equitable and improved service delivery.

### 3. COMMENCEMENT AND DURATION

- 3.1. This Agreement will commence on **1 July 2019** and will remain in force until **30 JUNE 2020** thereafter a new performance Agreement, Performance Plan and Personal Development plan shall be concluded between the parties for the next financial year or any portion thereof.
- 3.2. The parties will review the provisions of this agreement during June each year. The parties will conclude a new performance Agreement and Performance plan that replaces this Agreement at least once a year by not later than one month after the beginning of the next financial year.
- 3.3. This Agreement will terminate on the termination of the **Employee's** contract of employment for any reason.
- 3.4. The content of this Agreement may be revised at any time during the above mentioned period to determine the applicability of the matters agreed upon.
- 3.5. It at any time during the validity of this Agreement the work environment alters (whether as a result of Government or council decisions or otherwise) TO THE EXTENT THAT THE CONTENTS OF THIS Agreement are no longer appropriate, the contents shall immediately be revised.

### 4. PERFORMANCE OBJECTIVES

- 4.1. The Performance Plan (Annexure A) set out-
  - 4.1.1 The performance objectives and targets that must be met by the **Employee**; and
  - 4.1.2 The time frames within which those performance objectives and targets must be met.
- 4.2. The performance objective and targets and reflected in Annexure A are set by the **Employer** in consultation with the **Employee** and based on the Integrated Development Plan, Service Delivery an Budget of the **Employer**, and Budget Implementation Plan (SDBIP) and Budget of the Employer, and shall include key objective; key performance indicators; target dates and weightings.
  - 4.2.1. The key objectives describe the main task that needs to be done.

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4.2.2. The key performance indicators provide the details of the evidence that must be provided to show that a key objective has been achieved.

4.2.3. The target dates describe the timeframe in which the work must be achieved.

4.2.4. The weightings show the relative importance of the key objectives to each other.

4.3. The **Employee's** performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the **Employer's** integrated Development Plan.

4.4 **Back to basics** – The indicators on the performance plan are aligned to the 5 pillars of back to basics **Back to Basics**. The following **back to basic** key performance indicator apply to your department:

- Good Governance
- Public Participation
- Institutional Capacity

The indicators in the performance plan are aligned to the back to basics key performance areas.

## 5. PERFORMANCE MANAGEMENT SYSTEM

5.1. The Employee agrees to participate in the performance management system that the Employer adopts or introduces for the Employer, management and Municipal staff of the Employer.

5.2. The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the Employer, management and Municipal staff to perform to the standards required.

5.3. The Employer will consult the Employee about the specific performance standards that will be included in the performance management system as applicable to the Employee.

5.4. The Employee undertakes to actively focus towards the promotion and implementation of the KPA's (including special projects relevant to the employee's responsibilities) within the local government framework.

5.5. The criteria upon which the performance of the Employee shall be assessed shall consist of two components, both of which shall be contained in the Performance Agreement

5.5.1. The Employee will be assessed against both components, with a weighting of 80:20 allocated to the Key Performance Areas (KPA's) and the competency Framework (CF) respectively.

5.5.2. Each area of assessment will be weighted and will contribute a specific part to the total score.

5.5.3. KPA's covering the main areas of work will account for 80% and CF will account for 20% of final assessment.

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- 5.6. The Employee's assessment will be based on his performance in terms of outputs / outcomes (performance indicators) identified as per attached Performance Plan (Annexure A), which are linked to the KPA's and will constitute 80% of the overall assessment results as per the weightings agreed between the Employer and Employee:

| Key Performance Areas (KPA'S) | Weighting   |
|-------------------------------|-------------|
| Technical services            | 30          |
| Project Management            | 30          |
| Human Resource management     | 10          |
| Good Governance               | 10          |
| Human Settlement              | 20          |
| <b>Total</b>                  | <b>100%</b> |

- 5.7. The CF will make up the other 20% of the Employee's assessment score. In term of the Local Government; regulations on appointment and conditions of employment of senior Managers, Reg. 21 of 17 January 2014, the "Core competencies" are competencies that cut across all levels of work in a municipality and enhance contextualised leadership that guarantees service delivery impact; and "Leading competencies" means competencies that are required to develop clear institutional strategy, initiate, drive and implement programs to achieve long term sustainable and measurable service delivery performance results. There is no hierarchical connotation to the structure and all competencies are essential to the role of a senior manager to influence high performance. All competencies must therefore be considered as measurable and critical in assessing the level of a senior manager's performance and is listed as follows:

| LEADING COMPETENCIES                  |   |           |
|---------------------------------------|---|-----------|
| COMPETENCY                            |   | Weighting |
| Strategic Direction and Leadership    | <ul style="list-style-type: none"> <li>Impact and Influence</li> <li>Institutional Performance Management</li> <li>Strategic Planning and Management</li> <li>Organisational Awareness</li> </ul>         | 9         |
| People Management                     | <ul style="list-style-type: none"> <li>Human Capital Planning and development</li> <li>Diversity Management</li> <li>Employee Relations Management</li> <li>Negotiation and Dispute Management</li> </ul> | 9         |
| Program and Project Management        | <ul style="list-style-type: none"> <li>Program and Project Planning and Implementation</li> <li>Service Delivery Management</li> <li>Program and Project Monitoring and Evaluation</li> </ul>             | 9         |
| Financial Management                  | <ul style="list-style-type: none"> <li>Budget Planning and Execution</li> <li>Financial Strategy and Delivery</li> <li>Financial Reporting and Monitoring</li> </ul>                                      | 9         |
| Change Leadership                     | <ul style="list-style-type: none"> <li>Change Vision and Strategy</li> <li>Process Design and Improvement</li> <li>Change Impact Monitoring and Evaluation</li> </ul>                                     | 8         |
| Governance Leadership                 | <ul style="list-style-type: none"> <li>Policy Formulation</li> <li>Risk and Compliance Management</li> <li>Cooperative</li> </ul>   | 8         |
| <b>Weighting Leading Competencies</b> |   | <b>52</b> |

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| <b>CORE COMPETENCIES</b>           |                  |
|------------------------------------|------------------|
| <b>COMPETENCY</b>                  | <b>Weighting</b> |
| Moral Competence                   | 8                |
| Planning and Organising            | 8                |
| Analysis and Innovation            | 8                |
| Knowledge and Information          | 8                |
| Communication                      | 8                |
| Results and Quality Focus          | 8                |
| <b>Weighting Core Competencies</b> | <b>48</b>        |
| <b>Total Percentage Weighting</b>  | <b>100%</b>      |

## 6. EVALUATION PERFORMANCE

6.1. The Performance Plan (Annexure A) to this Agreement sets out-

6.1.1. That standards and procedures for the evaluation the **Employee's** performance; and

6.1.2. The intervals for the evaluation of the **Employee's** performance.

6.2. Despite the establishment of agreed intervals for evaluation, the **Employer** may in addition review the **Employee's** performance at any stage while the contract of employment remains in force.

6.3. Personal growth and development needs identified during any performance reviews discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within `set time frames.

6.4. The **Employee's** performance will be measured in terms of contributions to the goals and strategies set out in the **Employer's** IDP.

6.5. The Annual Performance Appraisal will involve:

### 6.5.1. **Assessment of the achievement of results as outlined in the performance plan:**

- (a) Each KPA will be assessed according to the extent to which the specified standards or performance indicators have been met and with due regard to ad hoc tasks that had to be performed under the KPA.
- (b) An indicative rating on the five-point scale will be provided for each KPA.
- (c) The applicable assessment rating calculating (refer to paragraph 6.5.3 below) will then be used to add the scores and calculate a final KPA score.

## 6.5.2. Assessment of the Competency Framework

- (a) Each Competency will be assessed according to the extent to which the expected standards have been met.
- (b) An indicative rating on the five-point scale will be provided for each Competency.
- (c) The applicable assessment rating calculating (refer to paragraph 6.5.3) will then be used to add the scores and calculate a final CF score.

## 6.5.3. Overall Rating

An overall rating is calculated by using the application assessment-rating calculator. Such overall rating represents the outcome of the performance appraisal.

6.6. The assessment of the performance of the **Employee** will be based on the rating scale for KPA's and CCR's as reflected in the attached Performed Plan (**Annexure A**, Paragraph 3 and 4).

6.7. The assessment of the performance evaluation of the **Employee** will be performed by the evaluation panel constituted by the following persons:

- Municipal Manager;
- Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- Member of the executive committee;
- Municipality Manager from another Municipality.

6.8. A secretariat service will be delivered to the evaluation panel by the committee section for administration and recordkeeping of evaluation results.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

7.1. The performance of the **Employee** in relation to his performance agreement will be reviewed quarterly with the understanding that reviews in the first and third quarter may be verbal if performance is satisfactory:

7.2. The **Employer** will keep a record of the mid-year review and annual assessment meetings.

7.3. Performance feedback will be based on the **Employer's** assessment of the **Employee's** performance.

7.4. The **Employer** will be entitled to review and make reasonable changes to the provisions of Annexure "A" from time to time for operational reasons. The Employee will be fully consulted before any such change is made.

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7.5. The **Employer** may amend the provision of Annexure A whenever the performance management system is adopted, implemented and / or amended as the case may be in that case may be. In that case the **Employee** will be fully consulted before any such change is made.

## 8. DEVELOPMENT REQUIREMENTS

The Personal Development Plan (PDP) for addressing development gaps is attached as Annexure B.

## 9. OBLIGATIONS OF THE EMPLOYER

9.1. The Employer will –

9.1.1. Create an enabling environment to facilitate effective performance by the employee;

9.1.2. Provide access to skill development and capacity building opportunities;

9.1.3. Work collaboratively with the **Employee** to solve problems and generate solutions to common problems that may impact on the performance of the **Employee**;

9.1.4. On the request of the **Employee** delegate such powers reasonably required by the **Employee** to enable him to meet the performance objectives and targets established in terms of Agreement; and

9.1.5. Make available to the **Employee** such resources as the **Employee** may reasonably require from times to assist him to meet the performance objectives and targets established in terms of this Agreement.

## 10. CONSULTATION

10.1. The **Employer** agrees to consult the **Employee** timeously where the exercising of the powers will have amongst others-

10.1.1. A direct effect on the performance of any of the **Employee's** functions;

10.1.2. Commit the **Employee** to implement or give effect to a decision made by the **Employer**; and

10.1.3. A substantial financial effect on the **Employer**.

10.2. The **Employer** agrees to inform the **Employee** of the outcome of any decision taken pursuant to exercise of powers contemplated in 10.1 as soon as is practicable to enable the Employee to take any necessary action without delay.

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## 11. MANAGEMENT OF EVALUATION OUTCOMES

11.1. The evaluation of the **Employee's** performance will form the basis for rewarding outstanding performance or correcting unacceptable performance.

11.2. A performance bonus will be paid to the **Employee** in recognition of outstanding performance. In determining the performance bonus the relevant percentage is based on the overall rating, calculated by using the applicable assessment-rating calculator and based on the all-inclusive annual remuneration package as follows:

11.2.1. A score of 130% to 149% is awarded a performance bonus ranging from 1% to 5% of the total remuneration due to the **Employee** in terms of the employment contract between the municipality and the Municipal Manager; and the Director Corporate Services

11.2.2. A score of 150% and above is awarded a performance bonus ranging from 6% to 10% of the total remuneration due to the **Employee** in terms of the employment contract between the Municipal Manager; and the Director Corporate Services.

11.3. In the case of unacceptable performance, the **Employer** shall –

11.3.1 Provide systematic remedial or developmental support to assist the **Employee** to improve his performance; and

11.3.2 After appropriate performance counselling and having provided the necessary guidance and / or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the **Employee** on grounds of unfitness or incapacity to carry out his duties.

## 12 DISPUTE RESOLUTION

12.3 Any disputes about the nature of the **Employee's** performance agreement, whether it relates to key responsibilities, priorities, method of assessment and/ or any other matter provided for, will be mediated by –

12.3.1 The Mayor within thirty (30) days of receipt of a formal dispute from the **Employee**,

Whose decision shall be final and binding on both parties.

12.4 Any dispute about the outcome of the **Employee's** performance evaluation, will be mediated by –

12.4.1 A member of the Municipal council, provided that such member was not part of the evaluation panel provided for in sub-regulation 27(4)(e) of the Municipal performance Regulations, 2006, within thirty (30) of receipt of a formal dispute from the employee

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Whose decision shall be final and binding on both parties.

### 13 GENERAL

- 13.3 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the **Employer**.
- 13.4 Nothing in this agreement diminishes the obligations, duties or accountabilities of the **Employee** in terms of his contract of employment, or the effects of existing or new regulation, circulars, policies, directives or other instruments.
- 13.5 The performance assessment results will be submitted to the MEC responsible for local government in the relevant province as well as the national minister responsible for local government, within (14) days after the conclusion of the assessment

Thus **done** and **signed** at **Melmoth** on this 8<sup>th</sup> day of July 2019.

AS WITNESSES:

1. 

2. 

  
\_\_\_\_\_  
**EMPLOYEE**  
**DIRECTOR TECHNICAL SERVICES**

AS WITNESS:

1. 

  
\_\_\_\_\_  
**MUNICIPAL MANAGER**

  
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## PERFORMANCE PLAN 2019/2020

DIRECTOR TECHNICAL AND PLANNING SERVICES

PERFORMANCE PLAN FOR 2019/2020 FINANCIAL YEAR

| IND   | NATIONAL KEY                                    | STRATEGIC OBJECTIVE   | PERFORMANCE TARGET   | UNIT OF MEASUREMENT  | PRIORITY | ANNUAL TARGET   | QUARTER ENDING 30 SEPT                         | QUARTER ENDING 31 DEC                                     | QUARTER ENDING 31 MARCH                                 | QUARTER ENDING 30 JUNE                               |        |
|---|---|---|--|--|----------|---|--|---|---|--|--------|
|   |   |   |  |  |          | TARGET  | ACTUAL   | TARGET  | ACTUAL  | TARGET   | ACTUAL |
| DEPARTMENTAL BUDGETING, FINANCIAL MANAGEMENT AND ENSURING MSCOA COMPLIANT |   |   |  |  |          |   |  |   |   |  |        |
| 1   |   |   |  |  |          |   |  |   |   |  |        |
| 1.1   |   |   | Ensure 100% spending on MIG annual expenditure programmes with no over-expenditure by 30 June 2020.  | Percentage of budgeted amount spent on MIG                   | 4        | 100% MIG spent by 30 June 2020  | 30%  | 60%   | 80%   | 100%   |        |
| 1.2   |   |   | Ensure 100% spending on INEP grant with no over-expenditure by 30 June 2020.   | Percentage of budgeted INEP grant spent                      | 4        | 100% of INEP grant to be spent by 30 June 2020                              | 30%  | 80%   | 80%   | 100%   |        |
| 1.3   | FINANCIAL MANAGEMENT AND FINANCIAL VIABILITY    | To provide electricity / energy within  | Ensure the submission of the 2019/2020 adjustment budget input to CFO by 15 January 2020.  | Adjustment budget input submitted to CFO by 15 January 2020. | 2        | Submit adjustment budget by 15 January 2020.                                | -  | -   | Submit adjustment budget to CFO by 15 January 2020.     | -  |        |
| 1.4   |   |   | Ensure the submission of the 2020/2021 draft budget proposals to CFO by 28 February 2020.  | Draft budget submitted by 28 February 2020                   | 2        | Submit draft 2020/2021 to CFO by 28 February 2020.                          | -  | -   | Submit draft budget to CFO by 28 February 2020          | -  |        |
| Total   |   |   |  |  | 14       |   |  |   |   |  |        |
| DEPARTMENTAL MANAGEMENT   |   |   |  |  |          |   |  |   |   |  |        |
| 2   |   |   |  |  |          |   |  |   |   |  |        |
| 2.1   | GOOD GOVERNANCE AND PUBLIC PARTICIPATION        | To ensure proper departmental management and create job opportunities for indigent families | Submit 11 reports to the Technical Services Portfolio Committee on the Performance of Contractors under the control of the Technical Department by 30 June 2020. | Number of reports  | 2        | 11 reports on Contractors submitted to technical portfolio by 30 June 2020. | 3 reports                                      | 2 reports   | 3 reports   | 3 reports  |        |
| 2.2   | GOOD GOVERNANCE AND PUBLIC PARTICIPATION        |   | Conduct 4 departmental general staff meetings by 30 June 2020 with all Technical services staff and maintain register of meeting minutes.                        | Number of meetings   | 1        | 12 meetings held by 30 June 2020.   | 3 meetings                                     | 3 meetings  | 3 meetings  | 3 meetings   |        |
| 2.3   | GOOD GOVERNANCE AND PUBLIC PARTICIPATION        |   | Conduct 12 departmental meetings by 30 June 2020 with all Technical Services management and maintain register of meeting minutes.                                | Number of meetings   | 1        | 4 meetings held by 30 June 2020.  | 1 meetings                                     | 1 meetings  | 1 meetings  | 1 meetings   |        |
| 2.4   | COMMUNITY AND SOCIAL DEVELOPMENT                |   | Ensure poverty alleviation by creating new 80 EPWP contract jobs by 31 December 2019.  | Number of new EPWP jobs created by 31 December 2019          | 8        | 80 EPWP jobs created by 31 December 2019                                    | -  | Employ 80 EPWP contract workers                           | -   | -  |        |
| Total   |   |   |  |  | 9        |   |  |   |   |  |        |
| BASIC SERVICE DELIVERY AND INFRASTRUCTURE DEVELOPMENTS                    |   |   |  |  |          |   |  |   |   |  |        |
| 3   |   |   |  |  |          |   |  |   |   |  |        |
| 3.1   | SERVICE DELIVERY AND INFRASTRUCTURE DEVELOPMENT | To get is spent on capital projects   | Ensure the construction and completion of 3.3 km Nuzgwa Gravel Road in Ward 10.  | km   | 5        | Construction and completion of the Gravel Road by 30 June 2020.             | Advertise tender and appoint service provider. | 1.3km of rural roads to be repaved in the second quarter. | 2km of rural road to be repaved in the third quarter    | -  |        |
| 3.2   | SERVICE DELIVERY AND INFRASTRUCTURE DEVELOPMENT |   | Ensure the construction and 100% completion of Mahanatha Community Hall in Ward 5 by 30 June 2020.   | Percentage of construction completed                         | 5        | 100% completion of construction of Hall.                                    | Advertise tender and appoint service provider. | Site establishment and construction of foundation. (30%)  | Construction of walls, abutment block and roofing (80%) | Wall plaster, windows and fencing of the Hall (100%) |        |
|   | SERVICE DELIVERY AND INFRASTRUCTURE DEVELOPMENT |   | Ensure the graveling of 5.3km Nungweni rural gravel road in Ward 1 by 31 December 2019   | Number of kilometers completed                               | 5        | Nungweni  | Shaping road and construction of v-drains      | Concrete pavement in steep areas                          |   |  |        |

Dr Mchunu

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Mchunu

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ELECTRICAL PROJECTS AND ELECTRICAL MAINTENANCE

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|                           |  |   |   |  |     |  |   |                                  |                                   |   |
|---------------------------|--|---|---|--|-----|--|---|----------------------------------|-----------------------------------|---|
| 6.2                       | SERVICE DELIVERY AND INFRASTRUCTURE DEVELOPMENT        | To ensure new connections in our urban area | Ensure the eradication of electrification backlogs in Mthonjaneni by providing 500 new connections to households in Thubalethu Township, for the first time by 30 June 2020 | Number of new electricity connections completed    | 8   | 500 connections completed by 30 June 2020.   | Pre-market and designs                                    | 100 Connections                  | 100 Connections                   | 300 Connections   |
| 6.4                       | SERVICE DELIVERY AND INFRASTRUCTURE DEVELOPMENT        |   | Prepare and submit 12 reports to MANCO on meter auditing by 30 June 2020.   | Number of reports                                  | 2   | Submit 12 reports to MANCO by 30 June 2020   | 3 Reports   | 3 Reports                        | 3 Reports                         | 3 Reports   |
| <b>Total</b>              |  |   |   |  | 7   |  |   |                                  |                                   |   |
| <b>BACK TO BASICS</b>     |  |   |   |  |     |  |   |                                  |                                   |   |
| 7.1                       | INSTITUTIONAL DEVELOPMENT AND MUNICIPAL TRANSFORMATION |   | Ensure the submission of 4 quarterly report to MANCO by 30 June 2020.   | Number of B2B reports submitted to MANCO           | 1   | 4 Reports submitted to MANCO by 30 June 2020 | 1 B2B report submitted to MANCO.                          | 1 B2B report submitted to MANCO. | 1 B2B report submitted to MANCO.  | 1 B2B report submitted to MANCO.                          |
| <b>POLICY DEVELOPMENT</b> |  |   |   |  |     |  |   |                                  |                                   |   |
| 8.1                       | INSTITUTIONAL DEVELOPMENT AND MUNICIPAL TRANSFORMATION | To ensure policy development                | Ensure the development and approval of the consolidated operations and Maintenance Plan by 31 December 2019   | Date of approval of Operation and Maintenance Plan | 3   | Approved policy by 31 June 2020              | Advise and appoint service provider in the first quarter. | Appointment of service provider  | Draft Maintenance plan and policy | Final maintenance plan and policy and approval by council |
| <b>TOTAL</b>              |  |   |   |  | 100 |  |   |                                  |                                   |   |

Sign: \_\_\_\_\_ DATE: 08/07/19

MUNICIPAL MANAGER

Sign: \_\_\_\_\_ DATE: \_\_\_\_\_

DIRECTOR TECHNICAL AND PLANNING SERVICES

**COMPETENCY FRAMEWORK**  
**Competency Assessment Sheet**  
**2019/2020**

1. In terms of Local Government: Regulations on appointment and conditions of employment of Senior Managers, reg. 21 of 17 January 2014, the “core competencies” are competencies that cut across all levels of work in a municipality and an enhance contextualised leadership that guarantees service delivery impact; and “leading competencies” means competencies that are required to develop clear institutional strategy, initiate, drive and implement programs to achieve long-term sustainable and measurable service delivery performance results.
2. There is no hierarchical connotation to the structure and all competencies are essential to the role of a senior manager to influence high performance.
3. All competencies must therefore be considered as measurable and critical in assessing the level of a senior manager’s performance and is listed as follows:

| <b>LEADING COMPETENCIES</b>           |   |                  |
|---------------------------------------|---|------------------|
| <b>COMPETENCY</b>                     |   | <b>WEIGHTING</b> |
| Strategic Direction and leadership    | <ul style="list-style-type: none"> <li>Impact and influence</li> <li>Institutional Performance Management</li> <li>Strategic Planning and Management</li> <li>Organisational Awareness</li> </ul>         | 9                |
| People Management                     | <ul style="list-style-type: none"> <li>Human Capital Planning and Development</li> <li>Diversity Management</li> <li>Employee Relations Management</li> <li>Negotiation and Dispute Management</li> </ul> | 9                |
| Program and project Management        | <ul style="list-style-type: none"> <li>Program and Project Planning and Implementation</li> <li>Employee Relations Management</li> <li>Negotiation and Dispute Management</li> </ul>                      | 9                |
| Financial Management                  | <ul style="list-style-type: none"> <li>Budget Planning and Execution</li> <li>Financial Strategy and Delivery</li> <li>Financial Reporting and Monitoring</li> </ul>                                      | 9                |
| Change Leadership                     | <ul style="list-style-type: none"> <li>Change vision and Strategy</li> <li>Process Design and Improvement</li> <li>Change Impact Monitoring and Evaluation</li> </ul>                                     | 8                |
| Governance Leadership                 | <ul style="list-style-type: none"> <li>Policy Formulation</li> <li>Risk and Compliance Management</li> <li>Cooperative Governance</li> </ul>  | 8                |
| <b>WEIGHTING LEADING COMPETENCIES</b> |   | <b>52</b>        |
| <b>CORE COMPETENCIES</b>              |   |                  |
| <b>COMPETENCY</b>                     |   | <b>WEIGHTING</b> |
| Moral Competence                      |   | 8                |
| Planning and Organising               |   | 8                |
| Analysis and Innovation               |   | 8                |
| Knowledge and Information Management  |   | 8                |
| Communication                         |   | 8                |
| Results and Quality Focus             |   | 8                |
| <b>WEIGHTING CORE COMPETENCIES</b>    |   | <b>48</b>        |
| <b>Total Percentage weighting</b>     |   | <b>100%</b>      |

4. The assessment of the manager on the performance of competencies will be based on the following rating scale:

| Achievement level | Description  | SCORING |
|-------------------|--|---------|
| Basic             | Applies basic concepts, methods, and understanding of local government operations, but required supervision and development intervention                                     | 1-2     |
| Competent         | Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analyses                             | 3       |
| Advanced          | Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analyses                                       | 4       |
| Superior          | Has a comprehensive understanding of local government operation, critical in shaping strategic direction and change, develops and applies comprehensive concepts and methods | 5       |

5. The following competencies are to be evaluated during the Annual Performance Assessment:

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## COMPETENCY 1

|  |   |  |   |
|--|---|--|---|
| Cluster  | Leading Competencies  |  |   |
| Competency Name  | Strategic Direction and Leadership  |  |   |
| Competency Definition  | Provide and direct a vision for the institution, and inspire and deploy others to deliver on the Strategic Institutional mandate  |  |   |
| ACHIEVEMENT LEVELS (RATING)  |   |  |   |
| BASIC<br>1 - 2   | COMPETENT<br>3  | ADVANCED<br>4  | SUPERIOR<br>5   |
| <ul style="list-style-type: none"><li>Understand institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate</li><li>Describe how specific tasks link to institutional strategies but has limited influence in directing strategy</li><li>Has a basic understanding of institutional performance management, but lacks the ability to integrate systems into a collective whole</li><li>Demonstrate a basic understanding of key decision makers</li></ul> | <ul style="list-style-type: none"><li>Give direction to team in realising the institution’s strategic mandate and set objectives</li><li>Has a positive impact and influence on the morale, engagement and participation of team members</li><li>Develop actions plans to execute and guide strategy implementation</li><li>Assist in defining performance measure to monitor the progress And effectiveness of the institution</li><li>Displays an awareness of institutional structures and political factors</li><li>Effectively communicate barriers to execution to relevant parties</li><li>Provide guidance to all stakeholders in the achievement of strategic mandate</li><li>Understand the aim and objectives of the institution and relate it to own work</li></ul> | <ul style="list-style-type: none"><li>Evaluate all activities to determine value and alignment to strategic intent</li><li>Displays in-depth knowledge and understanding of strategic planning</li><li>Align strategy and goals across all functional areas</li><li>Activity define performance measure to monitor the progress and effectiveness of the institution</li><li>Consistently challenge strategic plans to ensure relevance</li><li>Understand institutional structures and political factors, and the consequences of actions</li><li>Empower other to follow strategic direction and deal with complex situations</li><li>Guide the institution through complex and ambiguous concern</li><li>Use understanding of power relationships and dynamic tensions among key players to frame communication and develop strategies, positions and alliances</li></ul> | <ul style="list-style-type: none"><li>Structure and position the institution to local government priorities</li><li>Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework</li><li>Hold self-accountable for strategy execution and results</li><li>Provide impact and influence through building and maintaining strategic relationships</li><li>Create an environment that facilitates loyalty and innovation</li><li>Display a superior level of self-discipline and integrity in actions integrate various systems into a collective whole to optimise institutional performance management</li><li>Uses understanding of competing interest to manoeuvre successfully to a win/win outcome</li></ul> |
| WEIGHTING  |   |  | 9   |
| MANAGER SCORE  |   |  |   |
| EVALUATION PANEL SCORE   |   |  |   |

## COMPETENCY 2

|  |  |  |  |
|--|--|--|--|
| Cluster  |  | Leading Competencies   |  |
| Competency Name  |  | People Management  |  |
| Competency Definition  |  | Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives  |  |
| ACHIEVEMENT LEVELS (RATING)  |  |  |  |
| BASIC<br>1 - 2   | COMPETENT<br>3   | ADVANCED<br>4  | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>Participate in team goals setting and problem solving</li><li>Interact and collaborate with people of diverse backgrounds</li><li>Aware of guidelines for employee development, but requires support in implementing development initiatives</li></ul> | <ul style="list-style-type: none"><li>Seek opportunities to increase team contribution and responsibility</li><li>Respect and support the diverse nature of the benefits of a diverse approach</li><li>Effectively delegate tasks and empower others to increase contribution and execute function optimally</li><li>Apply relevant employee legislation fairly and consistently</li><li>Facilitate team goal setting and problem solving</li><li>Effectively identify capacity requirements to fulfil the strategic mandate</li></ul> | <ul style="list-style-type: none"><li>Identify ineffective team and work processes and recommend remedial interventions</li><li>Recognise and reward effective and desired behaviour</li><li>Provided mentoring and guidance to others in order to increase personal effectiveness</li><li>Identify development and learning needs within the team</li><li>Build a work environment conducive to sharing, innovation, ethical behaviour and professionalism</li><li>Inspire a culture of performance excellence by giving positive and constructive feedback to the team</li><li>Achieve agreement or consensus in adversarial environments</li><li>Lead and unite divisions to achieve institutional objectives</li></ul> | <ul style="list-style-type: none"><li>Develop and incorporate best practice people management processes, approaches and tools across the institution</li><li>Foster a culture of discipline, responsibility and accountability</li><li>Understand the impact of diversity in performance and Actively incorporate a diversity strategy in the institution</li><li>Develop comprehensive integrate</li><li>Strategies and approaches to human capital development and management</li><li>Actively identify trends and predict capacity requirements to facilitation unified transition and performance management</li></ul> |
| WEIGHTING  |  |  | 9  |
| MANAGER SCORE  |  |  |  |
| EVALUATION PANEL SCORE   |  |  |  |

### COMPETENCY 3

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|--|--|---|--|
| Cluster  |  | Leading Competencies  |  |
| Competency Name  |  | Program and Project Management  |  |
| Competency Definition  |  | Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in or order to deliver on set objectives  |  |
| ACHIEVEMENT LEVELS (RATING)  |  |   |  |
| BASIC<br>1 - 2   | COMPETENT<br>3   | ADVANCED<br>4   | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>Initiate projects after approval from higher authorities</li><li>Understand procedures of program and projects management methodology, implications and stakeholders involvement</li><li>Understand the rational of projects in relation to the institution’s strategic objectives</li><li>Document and communicate factors and risk associated with own work</li><li>Use results and approaches of successful project implementation as guide</li></ul> | <ul style="list-style-type: none"><li>Establish broad stakeholder involvement and communication the project status and key milestones</li><li>Define the roles and responsibilities of the project team and create clarity around expectations</li><li>Find a balance between project deadline and the quality of deliverables</li><li>Identify appropriate project resources to facilitate the effective completion of the deliverables</li><li>Comply with Statutory requirements and apply policies in a consistent manner</li><li>Monitor progress and use of resources and make needed adjustments to timelines, steps, and resource allocation</li></ul> | <ul style="list-style-type: none"><li>Manage multiple programs and balance priorities and conflicts according to institutional goals</li><li>Apply effective risk management strategies through impact assessment and resource requirements</li><li>Modify project scope and budget when required without compromising the quality and objectives of the project</li><li>Involve top-level authorities and relevant stakeholders in seeking project buy-in</li><li>Identify and apply contemporary project management methodology Influence and motivate project team to deliver exceptional results</li><li>Monitor policy implementation and apply procedures to manage risks</li></ul> | <ul style="list-style-type: none"><li>Understand and conceptualise the long-term implication of desired project outcomes</li><li>Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives</li><li>Consider and initiate projects that forces on achievement of the long-term objectives Influence people in positions of authority to implement outcomes of projects</li><li>Lead and direct translation of policy into workable actions plans</li><li>Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</li></ul> |
| WEIGHTING  |  |   | 9  |
| MANAGER SCORE  |  |   |  |
| EVALUATION PANEL SCORE   |  |   |  |

# COMPETENCY 4

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|--|---|--|--|
| Cluster  | Leading Competencies  |  |  |
| Competency Name  | Financial Management  |  |  |
| Competency Definition  | Able to compile, plan, manage budgets, control cash flow, institute financial risk management and administer processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner  |  |  |
| ACHIEVEMENT LEVELS (RATING)  |   |  |  |
| BASIC<br>1 - 2   | COMPETENT<br>3  | ADVANCED<br>4  | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>• Understand basic financial concepts and methods as they relate to institutional processes and activities</li><li>• Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems</li><li>• Understand the importance of financial accountability</li><li>• Understand the importance the importance of asset control</li></ul> | <ul style="list-style-type: none"><li>• Exhibit knowledge of general financial concepts, planning, budgeting, and forecasting and how they interrelate</li><li>• Assess, identify and manage financial risks</li><li>• Assume a cost saving approach to financial management</li><li>• Prepare financial reports based on specified formats</li><li>• Consider and understand the financial implications of decisions and suggestions</li><li>• Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and implement proper monitoring and evaluation practices to ensure appropriate spending against budget</li></ul> | <ul style="list-style-type: none"><li>• Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within own responsibility</li><li>• Prepare budgets that are aligned to the strategic objectives of the institution</li><li>• Address complex budgeting and financial management concerns</li><li>• Puts systems and processes in place to enhance the quality and integrity of financial management practices</li><li>• Advise on policies and procedures regarding asset control</li><li>• Promote National Treasury’s regulatory framework for Financial Management</li></ul> | <ul style="list-style-type: none"><li>• Develop planning tools to assist in evaluating and monitoring future expenditure trends</li><li>• Set budget frameworks for the institution on expenditure and other financial processes</li><li>• Build and nurture partnership to improve financial management and achieve financial savings</li><li>• Actively identity and implement new methods to improve asset control</li><li>• Display professionalism in dealing with financial data and processes</li></ul> |
| WEIGHTING  |   |  | 9  |
| MANAGER SCORE  |   |  |  |
| EVALUATION PANEL SCORE   |   |  |  |

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## COMPETENCY 5

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|--|--|--|--|
| Cluster  |  | Leading Competencies   |  |
| Competency Name  |  | Change leadership  |  |
| Competency Definition  |  | Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community   |  |
| ACHIEVEMENT LEVELS (RATING)  |  |  |  |
| BASIC<br>1 - 2   | COMPETENT<br>3   | ADVANCED<br>4  | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>• Display an awareness of change interventions, and the benefits of transformation initiatives</li><li>• Able to identify basic needs for change Identify gaps between the current and desired state</li><li>• Identify potential risk and challenges to transformation, including resistance to change factors</li><li>• Participate in change programs and piloting change interventions on the institution with the broader scope of local Government</li></ul> | <ul style="list-style-type: none"><li>• Perform an analysis of the change imp[act on the social, political and economic environment</li><li>• Maintain clam and focus during change</li><li>• Able to assist team members during change and keep them focused on the deliverables</li><li>• Volunteer to lead change efforts outside of own work team</li><li>• Able to gain buy-in and approval for change, from relevant stakeholders</li><li>• Identify change readiness levels and assist in resolving resistance to change factors</li><li>• Design change interventions that are aligned with the institution’s strategic objectives and goals</li></ul> | <ul style="list-style-type: none"><li>• Actively monitor change impact and results and convey progress to relevant stakeholders</li><li>• Secure buy-in and sponsorship for change initiatives</li><li>• Continuously evaluate change strategy and design and introduce new approaches to enhance the institution’s effectiveness</li><li>• Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change</li><li>• Take the lead in impactful change programs</li><li>• Benchmark change intervention against best change practices</li><li>• Understand the impact and psychology of change, and put remedial interventions in place to facilitate effective transformation</li><li>• Take calculated risk and seek new ideas from best practice scenarios, and identify the potential for implementation</li></ul> | <ul style="list-style-type: none"><li>• Sponsor change agent and create a network of change leaders who support the interventions</li><li>• Actively adapt current structures and processes to incorporate and processes to incorporate the change interventions</li><li>• Mentor and guide team members on the effects of change resistance factors and how to integrate change</li><li>• Motivate and inspire others around change initiatives</li></ul> |
| WEIGHTING  |  |  | 8  |
| MANAGER SCORE  |  |  |  |
| EVALUATION PANEL SCORE   |  |  |  |

**COMPETENCY 6**

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|--|---|--|--|
| Cluster  |   | Leading Competencies   |  |
| Competency Name  |   | Governance leadership  |  |
| Competency Definition  |   | Able to promote, direct and apply professionalism in managing risk and compliance requirement and apply a thorough understanding of governance practices and obligations. Further, Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships   |  |
| ACHIEVEMENT LEVELS (RATING)  |   |  |  |
| BASIC<br>1 - 2   | COMPETENT<br>3  | ADVANCED<br>4  | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements</li><li>• Understand the Structure of cooperative of cooperative government but requires guidance on fostering workable relationships between stakeholders</li><li>• Provide input into policy formulation</li></ul> | <ul style="list-style-type: none"><li>• Display a thorough understanding of governance and risk and compliance factors and implement plans to address these</li><li>• Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution</li><li>• Actively driven policy formulation with the institution to ensure the achievement of objectives</li></ul> | <ul style="list-style-type: none"><li>• Able to link into key institutional objectives and drivers</li><li>• Identify, analyse and measure risk, create valid risk forecasts, and map risk profiles</li><li>• Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives</li><li>• Demonstrate a thorough understanding of risk retention plans</li><li>• Identify and implement comprehensive risk management systems and processes</li><li>• Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate a high level of commitment in complying with governance requirements</li><li>• Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework</li><li>• Able to advise local Government on risk management strategies, best practice interventions and compliance management</li><li>• Able to forge positive relationships on cooperative government level to enhance the effectiveness of local government</li><li>• Able to shape, direct and drive the formulation of policies on a macro level</li></ul> |
| WEIGHTING  |   |  | 8  |
| MANAGER SCORE  |   |  |  |
| EVALUATION PANEL SCORE   |   |  |  |

## COMPETENCY 7

|   |  |   |   |
|---|--|---|---|
| Cluster   | Core Competencies  |   |   |
| Competency Name   | Moral competence   |   |   |
| Competency Definition   | Able to identify moral triggers, apply reasoning that promotes honest and integrity and consistently display behaviour that reflects moral competence  |   |   |
| ACHIEVEMENT LEVELS (RATING)   |  |   |   |
| BASIC<br>1 - 2  | COMPETENT<br>3   | ADVANCED<br>4   | SUPERIOR<br>5   |
| <ul style="list-style-type: none"><li>Realise the impact of acting with integrity, but requires guidance and development in implementing principles</li><li>Follow the basic rules and regulations of the institution</li><li>Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent</li></ul> | <ul style="list-style-type: none"><li>Conduct self in alignment with the values of local government and the institution</li><li>Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver</li><li>Actively report fraudulent activity and corruption within local government</li><li>Understand and honour the confidential nature of matters without seeking personal gain</li><li>Able to deal with situations of conflict of interest promptly and in the best interest of local government</li></ul> | <ul style="list-style-type: none"><li>Identify, develop, and apply measures of self-correction</li><li>Able to gain trust and respect through aligning actions with commitments</li><li>Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders</li><li>Present values, beliefs and ideas that are congruent with the institution’s rules and regulations</li><li>takes an active stance against corruption and dishonesty when noted</li><li>Identify and Actively promote the value of the institution to internal and external stakeholders</li><li>Able to work in unity with team and not seek personal gain</li><li>Apply universal moral principles consistently to achieve moral decisions</li></ul> | <ul style="list-style-type: none"><li>Create an environment conduction of moral practices</li><li>Actively develop and implement measures to combat fraud and corruption</li><li>Set integrity standards and shared accountability measures across the institution to support the objectives of local government</li><li>Take responsibility for own actions and decisions, even if the consequences are unfavourable</li></ul> |
| WEIGHTING   |  |   | 8   |
| MANAGER SCORE   |  |   |   |
| EVALUATION PANEL SCORE  |  |   |   |

## COMPETENCY 8

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|---|---|--|--|
| Cluster   |   | Core Competencies  |  |
| Competency Name   |   | Planning and Organising  |  |
| Competency Definition   |   | Able to plan, priorities and organise information and resources effectively to ensure the quality to service delivery and build efficient contingency plans to manage risk   |  |
| ACHIEVEMENT LEVELS (RATING)   |   |  |  |
| BASIC<br>1 - 2  | COMPETENT<br>3  | ADVANCED<br>4  | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>• Able to follow basic plans and organise tasks around set objectives</li><li>• Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans</li><li>• Able to follow existing plans and ensure that objective are met</li><li>• Focus on short term objectives in developing plans and actions</li><li>• Arrange information and resource required for a task, but require further structure and organisation</li></ul> | <ul style="list-style-type: none"><li>• Actively and appropriately organise information and resource required for a task</li><li>• Recognise the urgency and importance of tasks</li><li>• Balance short and long-term plans and goals and incorporate into the team’s performance objectives</li><li>• Schedule tasks to ensure they are performed within budget and with efficient use of time and resource</li><li>• Measures progress and monitor performance results</li></ul> | <ul style="list-style-type: none"><li>• Able to define institutional objective, develop comprehensive plans, integrate and coordinate activities, and assign appropriate resources for successful implementation</li><li>• Identify in advance required stage and actions to complete tasks and projects</li><li>• Schedule realistic and milestones for tasks and projects</li><li>• Produce clear, detailed and comprehensive plans to achieve institutional objectives</li><li>• Identify possible risk factor and design and implement appropriate contingency plans</li><li>• Adapt plans in light of changing circumstances</li><li>• Priorities tasks and projects according to their relevant urgency and importance</li></ul> | <ul style="list-style-type: none"><li>• Focus on broad strategies and initiative when developing plans and actions</li><li>• Able to project and forecast short, medium and long term requirements of the institution and local government</li><li>• Translate policy into relevant projects to facilitate the achievement of institutional objectives</li></ul> |
| WEIGHTING   |   |  | 8  |
| MANAGER SCORE   |   |  |  |
| EVALUATION PANEL SCORE  |   |  |  |

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## COMPETENCY 9

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|---|--|---|--|
| Cluster   | Core Competencies  |   |  |
| Competency Name   | Analysis and Innovation  |   |  |
| Competency Definition   | Able to critically analyse information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives  |   |  |
| ACHIEVEMENT LEVELS (RATING)   |  |   |  |
| BASIC<br>1 - 2  | COMPETENT<br>3   | ADVANCED<br>4   | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>Understand the basic operation of analysis, but lack detail and thoroughness</li><li>Able to balance independent analysis with requesting assistance from others</li><li>Recommend new ways to perform tasks within own function</li><li>Propose simple remedial interventions that marginally challenges the status quo</li><li>Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking</li></ul> | <ul style="list-style-type: none"><li>Demonstrate logical problems solving techniques and approaches and provide rationale for recommendations</li><li>Demonstrate objectivity, insight, and thoroughness when analysing problems into manageable parts and identify solutions</li><li>Consult internal and external stakeholders on opportunities to improve processes and service delivery</li><li>Clearly communicate the benefits of new opportunities an innovative solutions to stakeholders</li><li>Continuously identify opportunities to enhance internal processes</li><li>Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention</li></ul> | <ul style="list-style-type: none"><li>Coaches team members on analytical and innovative approaches and techniques</li><li>Engage with appropriate individual in analysing and resolving complex problems</li><li>Identify solutions on various areas in the institution</li><li>Formulate and implement new ideas throughout the institution</li><li>Able to gain approval and buy-in for proposed interventions from relevant stakeholders</li><li>Identify trends and best practices in process and service delivery and propose institutional application</li><li>Continuously engage in research to identify client needs</li></ul> | <ul style="list-style-type: none"><li>Demonstrate complex analytical and problem solving approaches and techniques</li><li>Create an environment conducive to analytical and fact-based problem-solving</li><li>Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence</li><li>Create an environment that fosters innovative thinking and follows a learning organisation approach</li><li>Be a thought leader on innovative customers service delivery, and process optimisation</li><li>Play an active role in sharing best practice solutions and engage in national and international local government seminars and conference</li></ul> |
| WEIGHTING   |  |   | 8  |
| MANAGER SCORE   |  |   |  |
| EVALUATION PANEL SCORE  |  |   |  |

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# COMPETENCY 10

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|--|---|---|--|
| Cluster  |   | Core Competencies   |  |
| Competency Name  |   | Knowledge and information management  |  |
| Competency Definition  |   | Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base to local government  |  |
| ACHIEVEMENT LEVELS (RATING)  |   |   |  |
| BASIC<br>1 - 2   | COMPETENT<br>3  | ADVANCED<br>4   | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>Collect, categorise and track relevant information required for specific tasks and projects</li><li>Analyse and interpret information to draw conclusions</li><li>Seek new sources of information to increase the knowledge base</li><li>Regularly share information and knowledge with internal stakeholders and team members</li></ul> | <ul style="list-style-type: none"><li>Use appropriate information systems and technology to manage institutional knowledge sharing</li><li>Evaluate data from various sources and use information effectively to influence decisions and provide solutions</li><li>Actively create mechanisms and structures for sharing of information</li><li>Use external and internal resources to research and provide relevant and cutting-edge</li><li>Knowledge to enhance institutional effectiveness and efficiency</li></ul> | <ul style="list-style-type: none"><li>Effectively predict future information and knowledge management requirements and systems</li><li>Develop standards and processes to meet future knowledge management needs</li><li>Share and promote best practice knowledge management across various institutions</li><li>Establish accurate measures and monitoring systems for knowledge and information management</li><li>Create a culture conducive of learning and knowledge sharing</li><li>Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches</li></ul> | <ul style="list-style-type: none"><li>Create and support vision and culture where team members are empowered to seek, gain and share knowledge and information</li><li>Establish partnerships across local government to facilitate knowledge management</li><li>Demonstrate a mature approach to knowledge and information sharing with an abundance and assistance approach</li><li>Recognise and exploit knowledge points in interactions with internal and external stakeholders</li></ul> |
| WEIGHTING  |   |   | 8  |
| MANAGER SCORE  |   |   |  |
| EVALUATION PANEL SCORE   |   |   |  |

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**COMPETENCY 11**

|  |   |   |  |
|--|---|---|--|
| Cluster  |   | Core Competencies   |  |
| Competency Name  |   | Communication   |  |
| Competency Definition  |   | Able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade the influence stakeholders to achieve the desired outcome   |  |
| ACHIEVEMENT LEVELS (RATING)  |   |   |  |
| BASIC<br>1 - 2   | COMPETENT<br>3  | ADVANCED<br>4   | SUPERIOR<br>5  |
| <ul style="list-style-type: none"><li>• Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools</li><li>• Express ideas in a clear and focused manner, but does not always take the needs of the audience into consideration</li><li>• Disseminate and convey information and knowledge adequately</li></ul> | <ul style="list-style-type: none"><li>• Express ideas to individuals and groups formal and informal setting in a manner that in interesting and motivating</li><li>• Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs</li><li>• Adapt communication content and style to suit the audience and facilitate optimal information transfer</li><li>• Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders</li><li>• Compile clear, focused, concise and well-structured written documents</li></ul> | <ul style="list-style-type: none"><li>• Effectively communicate high-risk and sensitive matters to relevant stakeholders</li><li>• Develop a well-defined communication strategy</li><li>• Balance political perspective with institutional needs when communicating viewpoints on complex issues</li><li>• Able to effectively direct negotiations around complex matters and arrive at a win-win situation that promotes Batho pele principles</li><li>• Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution</li><li>• Able to communicate with the media with high levels of moral competence and discipline</li></ul> | <ul style="list-style-type: none"><li>• Regarded as a specialist in negotiations and representing the institution</li><li>• Able to inspire and motivate others through positive communication that is impactful and relevant</li><li>• Creates an environment conducive to transparent and critical and appreciative conversation</li></ul> <p>Able to coordinate negotiations at different levels within local government and externally</p> |
| WEIGHTING  |   |   | 8  |
| MANAGER SCORE  |   |   |  |
| EVALUATION PANEL SCORE   |   |   |  |

## COMPETENCY 12

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|--|---|---|---|
| Cluster  | Core Competencies   |   |   |
| Competency Name  | Results and quality focus   |   |   |
| Competency Definition  | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives  |   |   |
| ACHIEVEMENT LEVELS (RATING)  |   |   |   |
| BASIC<br>1 - 2   | COMPETENT<br>3  | ADVANCED<br>4   | SUPERIOR<br>5   |
| <ul style="list-style-type: none"><li>Understand quality of work but requires guidance in attending to important matters</li><li>Show a basic commitment to achieving the correct results</li><li>Produce the minimum level of results required in the role</li><li>Produce the minimum level of results required in the role produce outcomes that is of a good standard</li><li>Focus on the quantity of output but requires development in incorporating the quality of work</li><li>Produce quality work in general circumstances, but fails to meet expectation when under pressure</li></ul> | <ul style="list-style-type: none"><li>Focus on high priority actions and does not become distracted by lower-priority activities</li><li>Display firm commitment and pride in achieving the correct results</li><li>Set quality standards and design processes and tasks around achieving set standards</li><li>Produce output of high quality able to balance the quantity and quality of results in order to achieve objectives</li><li>Monitors progress, quality of work, and use of resources; provided status adjustments as needed</li></ul> | <ul style="list-style-type: none"><li>Consistently verify own standards and outcomes to ensure quality output</li><li>Focus on the end result and avoids being distracted</li><li>Demonstrate a determined and committed approach to achieving results and quality standards</li><li>Follow task and projects through to completion</li><li>Set challenging goals and objectives to self and team and display commitment to achieving expectations</li><li>Maintain a focus on quality outputs when placed under pressure</li><li>Establishing institutional systems for managing and assigning work,</li><li>Defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution</li></ul> | <ul style="list-style-type: none"><li>Coach and guide others to exceed quality standards and results</li><li>Develop challenging, client-focused goals and set high standards for personal performance and implement remedial interventions when required</li><li>Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required</li><li>Work with team to set ambitious and challenging team goals, communicating long- and short-term expectations</li><li>Take appropriate risks to accomplish goals</li><li>Overcome setbacks and adjust action plans to realise goals</li><li>Focus people on critical activities that yield a high impact</li></ul> |
| WEIGHTING  |   |   | 8   |
| MANAGER SCORE  |   |   |   |
| EVALUATION PANEL SCORE   |   |   |   |

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## Explanatory Notes to the personal Development Plan

### 1. Introduction

#### 1.1. A Municipality should be committed to –

- (a) The continuous training and development of its employees to achieve its vision, mission and strategic objectives and empower employees; and
- (b) Managing training and development within the ambit of relevant national policies and legislation.

#### 1.2. A municipality should follow an integrated approach to human Resource Development, that is:

- (a) Human resource development should form an integral part of human resource planning and management.
- (b) In order for a municipality's training and development strategy and plans to be successful it should be based on sound Human Resource (HR) practices, such as the (strategic) HR Plan , job description, the result of regular performance appraisals, career path, scarce skills an talent management and succession planning.
- (c) To ensure the necessary linkage with performance management, the municipality's performance Management and Development System should provide for the performance agreements. Such approach will ensure the alignment of individual performance objective to the municipality's strategic objectives, and that training and development needs are also identified during the performance management and appraisal process.
- (d) Career-path and succession planning ensures that employees are place and developed in jobs according to aptitude and identified potential and through training and development acquire the necessary competencies to prepare them for future positions. Scare skills and talent management also requires appropriate training, education and development interventions.

### 2. Competence Modelling

2.1. What does an institution mean when it says an employee / prospective employee is competent if he / she fit a managerial competency framework or occupational competency profile? The institution is in fact expressing competence as a **future-oriented** ideal that they require to achieve their strategic objective [The institution is in effect giving a depiction of the desired or required knowledge, skills and attributes for an individual in a specific position]. For competence to be useful, the associated competence should be greater than the observed performance as it will allow the individual growth towards this' ideal '.

2.2. There is however a risk in expressing a required competence that a current or prospective employee should adhere to in the future, as the future is, by definition, uncertain. Managers cannot know how an employee will perform in the future nor can they know how employees that they did not select, not promote, did not award a qualification to, might perform

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2.3. Moreover, managers do not make their expressions in social vacuum. They do so within a social context in which there are various actors, various stakeholders, with different interests accountability, different things they are trying to achieve and various ways in which others will hold them accountable. If managers are selecting employees they shall similarly have to justify their decisions in such a decision. Various human obvious issue that affects the level of confidence in such a decision. Various human resource procedures and systems needs to be established to maintain the relevance of the expression of competence to the requirement of the employer. Confidence is the basis on which the various parties implicate in the decisions and actions taken within a competence system will seek to account to others for those decisions and actions.

2.4. When linking a decision that a prospective employee / current employee is competent the communication is based on what may be called conventions of assessment. Some common understanding is achieved by which a certain set or arrangements become socially accepted as the basis for linking different contexts will normally involve some model, some way of accounting for the claimed link. the **dblg** has decided on:

- 2.4.1. A managerial competency framework as an expression of required managerial competencies.
- 2.4.2. Occupational competency profiles as expression of occupation / post competency requirements

### 3. Compiling the personal Development Plan attached as the Appendix.

3.1. The aim of the compilation of Personal Development Plans (PDPs) is to identify, prioritise and implement training needs

3.2. The Local Governments Municipal Act Guidelines: senior management competency framework and occupational competency profiles provide comprehensive information on the relevance of item 2.4.1 and 2.4.2 above to the PDP process. The Municipal Finance Management Competency Regulations' such as those developed by the National Treasury and other line sector department' legislated competency requirements needs also be taken into consideration during the PDP process.

3.3. The assessment results of manager against the minimum requirements contained in the managerial competency framework and occupational competency profiles will assist a manager, in consultation with his / her employee, to **compile a Personal Development Plan** as follows:

(a) The Identified training needs should be entered into column 1 of the Appendix, **entitled skills / performance Gap**. The following should be carefully determined during such a process:

a. Organisational needs, which include the following:

- o Strategic development priorities and competency requirements, in line with the municipality's strategic objectives.
- o 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.
- o Specific competency gaps as identified during the probation period and performance appraisal of the employee.

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- b. Individual training needs that are job / career related.
- (b) Next, the **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 HR Plan, Personal Development Plans and the Workplace Skills Plan.
- (c) Consideration must then be given to the **outcomes expected in column 2 of the Appendix**, so that once the intervention is completed the impact it had can be measured against relevant output indicators.
- (d) **An appropriate intervention** should be identified to address training needs / skills gaps and the outcome to be achieved but with due regard to cost effectiveness. These interventions should be listed in **column 3 of the Appendix, entitled: Suggested training and / or development activity**. The training / development must also be conducted either in line with a recognised qualifications framework (South Africa Qualifications Authority), which could enable the trainee to obtain recognition towards a qualification for training undertaken. It is important to determine through the training / human Resource Development / skills Development unit within the municipality whether unit standards have been developed with regard to a specific outcome / skills gap identified (and registered with the South African Qualifications Authority). Unit standards usually have measurable assessment criteria to determine achieved competency. there in more details on this in item 4 below.
- (e) **Guidelines regarding the number of training days per employee and the nomination of employees:** An employee should on average receive at least five days of training per financial year and not unnecessarily be withdrawn from training interventions.
- (f) **Columns 4 of the Appendix: The suggested mode of delivery** refers to the chosen methodology that is deemed most relevant to ensure transfer of skills. The training / development activity should impact on delivery back in the workplace. Mode of delivery consists of, amongst others, self-study [The official takes it upon him / her to read e.g. legislation]; internal or external training provision; coaching and / or mentoring and exchange programmes, etc.
- (g) **The suggested time frame (column 5 of the Appendix)** 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.
- (h) **Work opportunity created to practise skill / development areas, in column 6 of the Appendix**, 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)
- (i) The final column, **column 7 of the Appendix**, provides the employee with a **support person** that could act as coach or mentor with regard to the area of learning.

3.4. Personal Development Plans are compiled for individual employees and the data collated from all employees in the municipalities are required to compile as a basis for all training and education activities in the municipality, in a specific financial year and report on progress made to the Local Government Sector Education

3.5. Funding should be made available for training, education and development, in line with the skills Development Act, at least 1% of the personnel budget must be earmarked for it additional funding can also be secured in terms of the provisions of the skills development levies act from the LGSETA if:

- (a) A skills development Facilitator has been appointed.
- (b) The workplace Skills Plan has been Submitted.
- (c) A submission, including a business plan is submitted for additional grants [The LGSETA can be approached at Tel. 011 456 8579 for more information in this regard]

#### 4. Life-long learning

4.1. It was agreed that an outcomes-based lifelong learning Development Framework would be the basis on which Curriculum 2005 would be developed. The basic principle is that learners should be able to progress to higher level of achievement by mastering prescribed learning outcomes. Learning programmes should thus facilitate progression from one phase or learning outcome to another and from any starting point in the education and training system. Prior knowledge (acquired informally or by work experience, would also have to be assessed and credited. National qualification would be awarded, at each of the levels of the National Qualification Framework (NQF) [see the attached definitions] provided that candidates have accumulated certain combinations of credits and have abided by probable rules of combinations required for such qualifications.

4.2. Eight learning areas were identified to form the basis of all education up to the further Education and Training Certificate:

| Nr. | Learning Area   |
|-----|---|
| 1   | Language, Literacy and Communication                        |
| 2   | Mathematical Literacy, mathematics and Mathematical Science |
| 3   | Human and Social Sciences                                   |
| 4   | Natural Sciences  |
| 5   | Technology  |
| 6   | Arts and culture  |
| 7   | Economic and Management Sciences                            |
| 8   | Life Orientation  |

4.3. As is clear from the definitions, there will be for phases, with Adult Basic Education and Training (ABET) linked to the first three. The history of school education had the effect that the majority of adult population for black communities, were provided with inadequate education or on schooling. Thus ABET is viewed as a force for social participation and



economic development and has been brought into the mainstream of the education and training system. The underlying principles are that ABET should provide a general basic education, promote critical thinking and empower individuals to participate in all aspects of society, and promote active learning methods, and, ABET should lead to nationally recognized certificates based on clear national standards assessed as learning outcomes.

4.4. Once the foundation phase is addressed the other phase can follow suit. In this regard the discussion in item 3.3 (d) refers. Note should also be taken in addressing professionalization within the local government sector there may be a need to develop vocational qualifications.

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PERSONAL Development Plan: Mchunu Sanelisiwe Favourite

Compiled on (Date):

| 1. Skills/<br>Performance<br>GAP  | 2. OUTCOMES<br>EXPECTED  | 3. SUGGESTED<br>TRAINING AND /<br>OR DEVELOPMENT<br>ACTIVITY | 4. SUGGESTED<br>MODE OF<br>DELIVERY  | 5. SUGGESTED<br>TIME FRAME | WORK<br>OPPORTUNITY<br>CREATED TO<br>PRACTICE SKILL /<br>DEVELOPMENT<br>AREA | 7. SUPPORT<br>PERSON |
|---|--|--|--------------------------------------|----------------------------|--|----------------------|
| Example:<br>Professional<br>Construction<br>Management                      | Professional<br>Construction<br>Manager<br>Certification (5 CCP<br>Points) | Professional<br>Construction<br>Management                   | Global Prospectus<br>Training Centre | 27 – 31 July 2019          | Professional<br>Construction<br>Management                                   | Municipal Manager    |
| 1. Project<br>management  | Professional<br>project managers<br>(CCP Points)                           | Professional<br>project managers                             |                                      | Dec 2019                   | Professional<br>project managers   | Municipal Manager    |
| 2. Professional<br>Road constructions<br>& Storm water Drainage<br>Engineer | Road maint.<br>&<br>Storm water knowledge<br>(3 CCP Points)                | Road maint.<br>Engineer.                                     | Theruns Elott                        | 14-16 Aug 19.              | Road maint.<br>System.   | Municipal Manager    |

Employee's signature:

MM's signature:

HOD's Signature:

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## **Schedule 2**

### **CODE OF CONDUCT FOR MUNICIPAL STAFF MEMBERS**

**[SCH. Amended by s. 29 of Act NO. 44 OF 2003]**

#### **WORDING OF SECTIONS**

1. Definition\_\_\_ in this schedule partner means a person who permanently lives another person in a manner as if married

#### **General conduct**

2. A staff member of municipality at all time
  - (a) Loyally execute the lawful policies of the municipal council
  - (b) Preform the function of office in good faith, diligently, honest and in a transparent manner
  - (c) Act in such a way that the spirit, purport and objects of section 50 are promoted;
  - (d) Act in the best interest of the municipality and in such
  - (e) Act impartial and treat all people, including other staff members, equally without favour or prejudice.

#### **Commitment to serving the public interest**

3. A staff member of a municipality is a public servant in a development local system, and must accordingly—
  - (a) Implement the provision of section 50 (2);
  - (b) Foster a culture of commitment to serving the public and a collective sense of responsibility for performance in terms of standards and targets;
  - (c) Promote and seek to implement the basic values and principles of public administration described in section 195 (1) of the Constitution;
  - (d) Obtain copies of or information about the municipality's integrated development plan, and as far as possible within the ambit of the staff member's job description, seek to implement the objective set out in the integrated development plan and achieve the performance targets set for each performance indicator;

  
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- (e) Participate in the overall performance management system for the municipality, as well as the staff member's individual's performance appraisal and reward system, if such exists, in order to maximise the ability of the life of its residents.

#### **Personal gain**

- 4. (1) A staff member of a municipality may not -

- (a) Use the position or privileges of a staff member, or confidential information obtained as a staff member, for private gain or to improperly benefit another person; or
- (b) Take a decision on behalf of the municipality concerning a matter in which staff member, or that staff member's spouse, partner or business associate, has a direct or indirect personal or private business interest.

(2) Expect with the prior consent of the council of a municipality a staff member of the municipality may not---

- (a) Be a part to contract for ---

(i) The provision of good or services to the municipality; or

(ii) The performance of any work for the municipality otherwise than as a staff member.

b) Obtain a financial interest in any business of the municipality ;or

c) Be engaged in any business, trade or profession other than the work of municipality

#### **Discloser of benefits**

- 5. (1) A staff member of a municipality who, or whose spouse, partner, business associate or close family members acquired or stands to acquire any direct benefit from a contract concluded with the municipality, disclose in writing full particulars of the benefit to the council.

2) This item does not apply to a staff member, or a spouse, partner, business associate or close family member, has or acquires in common with all other resident of municipality.

#### **Unauthorised discloser of information**

- 6. (1) A member of municipality may not without permission disclose any privileged or confidential information obtained as a staff member of the municipality to an unauthorised person.
- (2) For the purpose of this item "privileged or confidential information" includes any information-
  - (a) Determined by the municipality council or any structure or functionary of the municipality to be privileged or confidential:
  - (b) Discussed in closed session by the council or a committee of the council:

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- (c) Disclosure of which would violate a person's right to privacy; or
- (d) Declared to privileged, confidential or secret in terms of any law.
- (e)

(3) This item does not derogate from a person's right of access to information in term of national legislation

### **Undue influence**

7. A staff member of a municipality may not –

- (a) Unduly influence or attempt to influence the council of the municipality, or a structure or functionary of the council, or a councillor, with a view to obtaining any appointment, promotion, privilege, advantage or benefit, or for a family member, friend or associate;
- (b) Mislead or attempt to mislead the council, or a structure or functionary of the council, in its consideration of any matter: or
- (c) be involved in a business venture with a councillor without the prior written consent of the council of the municipality.
- (d)

### **Reward, gifts and favours**

8. (1) A staff member of municipality may not request, solicit or accept any reward, gift or favour's for –

- (a) Persuading the council of the municipality, or any structure or functionary of the council, with regard to the exercise of any power or the performance of any duty:
- (b) Making a representation to the council, or any structure or functionary of the council:
- (c) Disclosing any privileged or confidential information or
- (d) Doing or not doing anything within that staff member's powers or duties

(2) a staff member must without delay report to a superior official or to the speaker of the council any offer, which if accepted by the staff member, would constitute a breach of sub item (1).

### **Council property**

9. A staff member of a municipality my not use, take, acquire, or benefit from any property or owned, controlled or managed by the municipality to which that staff member has no right.

### **Payment of arrears**

10. A staff member of a municipality may not be in arrears to the municipality for rates and service charges for a period longer than 3 months, and a municipality may deduct any outstanding amounts from a staff member's salary after this period.

### **Participation in elections**

11. A staff member of municipality may not participate in an election of the council of the municipality, other than in an official capacity or pursuant to any constitutional right.

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### Sexual harassment

12. A staff member of a municipality may not embark on any action amounting to sexual harassment.

### Reporting duty of staff members

Whenever a staff member of municipality has reasonable grounds for believing that there has a breach of code, the staff member must without delay report the matter to a superior officer or the speaker of the council.

### Breaches of code

14. Breaches of this code must be dealt with in terms of the disciplinary procedures of the municipality envisaged in section 67 (1) (h) of this Act.

### Disciplinary steps

14A(1). A breach of code is a ground for dismissal or other disciplinary steps against a staff member who has been found guilty of such a breach.

(2). such other disciplinary steps may include-

- (a) Suspension without pay for no longer then three months;
- (b) Demotion:
- (c) Transfer to another post:
- (d) Reduction in salary, allowances or other benefits; or
- (e) An appropriate fine

[Item 14A inserted by s. 29 of Act No 44 of 2003]

Director Technical & Planning Services  
DESIGNATION OF EMPLOYEE

SF Mchunu  
NAME AND SURNAME OF EMPLOYEE

[Signature]  
SIGNATURE OF EMPLOYEE

DATE: 08/07/2019

PLACE: Melrose

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[Signature]

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## INFORMATION SHEET FOR THE DISCLOSURE FORM FOR BENEFITS AND INTEREST

The following notes are guide to assist with completing the attached Financial Disclosure form (Appendix C)

### Note 1

#### Shares and other financial interests

Designated employees are required to disclose the following details with regard to shares and other financial interests held in any private or public company or any other corporate entity recognized by law:

- The number, nature and normal value of shares of any type;
- The nature and value of any other financial interests held in any private or public company or any other corporate entity ;and
- The name of that entity

### NOTE 2

#### Interest in Trust

Designated employees are required to disclose the following details with regard to interests held in any trust:

- The name of the Trust; and
- The amount of remuneration or income received from Trust

### NOTE 3

#### Membership, Directorships and Partnerships

Designated employees are required to disclose the following details with regard to membership, directorship and partnerships:

- The name and type of business activity of the corporate entity or partnership/s; and
- The amount of any remuneration received for such membership, directorship or partnership/s.

Membership includes any interest either indirectly or directly that a person might hold in a corporation.

Directorship includes any occupied position of a director or alternative director, or by whatever name the position is designated.

Partnership is a legal relationship arising out of contract between two or more persons with the object of making and sharing profits.

### NOTE 4

Remuneration work outside the public service (All remunerated employment must be sanctioned prior to the work being done.)

Designated employees are required to disclose the following details with regard to remunerated work outside the public service.

- The type of work
- The name and type of business activity of the employer; and
- The amount of the remuneration received for such consultancy, retainer ship or relationship

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#### **NOTE 5**

##### **Consultancies, retainer ships and relationships**

Designated employees are required to disclose the following details with regard to consultancies, retainer ships and relationships and relationships:

- The nature of the consultancy, retainer ship or relationship of any kind;
- The name and type of business activity, of the client concerned; and
- The value of any benefits received for such consultancy, retainer ship or relationship.

#### **NOTE 6**

##### **Subsidies, grants and sponsorship by any organisation**

Designated employees are required to disclose the following details with regard to subsidies, grants and sponsorship:

- The source and description of direct financial assistance ; and
- The value of the sponsorship or assistance.

#### **NOTE 7**

##### **Gifts and hospitality from a source other than a family member**

Designated employees are required to disclose the following details with regard to gifts and hospitality:

- A description and the value and source of a gift with a value in excess of R350.00;
- A description and the value of gifts from a single source which cumulatively exceed the value of R350 in the relevant 12 month period; and
- Hospitality intended as a gift in kind.

Designated employees must disclose any material advantage that they receive from any source e.g. any discount prices or rates that are not available to the general public.

All personal gifts within the family and hospitality of traditional or cultural nature need not be disclosed

#### **NOTE 8**

##### **Land and Property**

Designated employees are required to disclose the following details with regard to their ownership and other interests in land and property (residential or otherwise both inside and outside the Republic):

- A description and extent of the land or property;
- The area in which it situated; and
- The value of the interest

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**APPENDIX C**  
**CONFIDENTIAL**  
**DISCLOSURE FORM FOR BENEFITS AND INTERESTS**

I, the undersigned (Surname and Initials)

Mehunu S.F.

Postal Address:

NO 52 DAVIES Crescent, Fairview, Empereni 3880

Position Held:

Director technical & planning services

Name of the municipality:

Mthongweni Local municipality

Tel: 035 450 2082

Fax: 035 450 3224

Hereby certify that the following information is complete and correct to the best of my knowledge.

**1. Shares, securities and other financial interests (Not bank accounts with financial institutions)**

| Number of shares/Extent of financial interest | Nature | Normal Value | Name of Company Entity |
|---|--------|--------------|------------------------|
| N/A   | N/A    | N/A          | N/A                    |

**2. Interest in Trust**

| Name of Trust | Amount of Remuneration/Income |
|---------------|-------------------------------|
| N/A           | N/A                           |
| N/A           | N/A                           |

**3. Membership, directorship and partnerships**

| Name of corporate entity, partnership or firm | Type of business | Amount of Remuneration/Income |
|---|------------------|-------------------------------|
| N/A   | N/A              | N/A                           |
| N/A   | N/A              | N/A                           |

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| 4. Remunerated work outside the Municipality (Must be sanctioned by Council) |              |                               |
|--|--------------|-------------------------------|
| Name of Employer   | Type of Work | Amount of remuneration/income |
| N/A  | N/A          | N/A                           |
| N/A  | N/A          | N/A                           |

**CONFIDENTIAL**

On behalf of Council:

Signature by Municipal Manager: ..... Date: 08/07/2019

| 5. Consultancies, Retainer ships and Relationships |        |                           |                                |
|--|--------|---------------------------|--------------------------------|
| Name of Client                                     | Nature | Type of business activity | Value of any benefits received |
| N/A  | N/A    | N/A                       | N/A                            |
| N/A  | N/A    | N/A                       | N/A                            |

| 6. Subsidies, grants and sponsorships by any organization |                            |                     |
|---|----------------------------|---------------------|
| Source of assistance                                      | Descriptions of assistance | Value of assistance |
| N/A   | N/A                        | N/A                 |
| N/A   | N/A                        | N/A                 |

| 7. Gifts and Hospitality from a source rather than a family member |       |        |
|--|-------|--------|
| Description  | Value | Member |
| N/A  | N/A   | N/A    |
| N/A  | N/A   | N/A    |

| 8. Land and Property                |          |                   |           |
|-------------------------------------|----------|-------------------|-----------|
| Description                         | Extent   | Area              | Value     |
| House owner: NO 52<br>DAVIES CRSENE | fairview | Empangeni<br>3880 | R1600 000 |

.....

SIGNATURE OF DIRECTOR TECHNICAL SERVICES

DATE: 08/07/2019

PLACE: Mkhayeni L.M.

**ANNEXURE A: COMPETENCY FRAMEWORK**

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## Annexure B

| CLUSTER :  |  | LEADING COMPETENCIES   |   |  |
|--|--|--|---|--|
| COMPETENCY NAME :  |  | People Management  |   |  |
| COMPETENCY DEFINITION :  |  | Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives  |   |  |
|  |  | ACHIEVEMENT LEVELS   |   |  |
| BASIC  | COMPETENT  | ADVANCED   | SUPERIOR  |  |
| <ul style="list-style-type: none"><li>Participate in team goalsetting and problem solving</li><li>Interact and collaborate with people of diverse backgrounds</li><li>Aware of guidelines for employee development, but requires support in implementing development initiatives</li></ul> | <ul style="list-style-type: none"><li>Seek opportunities to increase team contribution and responsibility</li><li>Respect and support the diverse nature of others and be aware of the benefits of a diverse approach</li><li>Effectively delegate tasks and empower others to increase contribution and execute functions optimally</li><li>Apply relevant employee legislation fairly and consistently</li><li>Effectively identify capacity requirements to fulfill the strategic mandate</li></ul> | <ul style="list-style-type: none"><li>Identify ineffective team and work processes and recommend remedial interventions</li><li>Recognise and reward effective and desired behavior</li><li>Provide mentoring and guidance to others in order to increase personal effectiveness</li><li>Identify development and learning needs within the team</li><li>Inspire a culture of performance excellence by giving positive and constructive feedback to the team</li><li>Achieve agreement or consensus in adversarial environments</li><li>Lead and unite diverse teams across divisions to achieve institutional objectives</li></ul> | <ul style="list-style-type: none"><li>Develop and incorporate best practice people management processes, approaches and tools across the institution</li><li>Foster a culture of discipline, responsibility and accountability</li><li>Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution</li><li>Develop comprehensive integrated strategies and approaches to human capital development and management</li><li>Actively identify trends and predict capacity requirements to facilitate unified transition and performance management</li></ul> |  |

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## Annexure B

| LEADING COMPETENCIES   |   |
|--|---|
| COMPETENCY NAME :  | Program and Project Management  |
| COMPETENCY DEFINITION :  | Able to understand program and project management methodology, plan, manage, monitor and evaluate specific activities in order to deliver on set objectives   |
| ACHIEVEMENT LEVELS   |   |
| BASIC  | COMPETENT   |
| <ul style="list-style-type: none"> <li>Initiate projects after approval from higher authorities</li> <li>Understand procedures of program and project management methodology, implications and stakeholder involvement</li> <li>Understand the rational of projects in relation to the institution's strategic objectives</li> <li>Document and communicate factors and risk associated with own work</li> <li>Use results and approaches of successful project implementation as guide</li> </ul> | <ul style="list-style-type: none"> <li>Establish broad stakeholder involvement and communicate the project status and key milestones</li> <li>Define the roles and responsibilities of the project team and create clarity around expectations</li> <li>Find a balance between project deadline and the quality of deliverables</li> <li>Identify appropriate project resources to facilitate the effective completion of the deliverables</li> <li>Comply with statutory requirements and apply policies in a consistent manner</li> <li>Monitor progress and use of resources and make needed adjustments to timelines, steps and resource allocation</li> </ul>  |
| SUPERIOR   |   |
|  | <ul style="list-style-type: none"> <li>Understand and conceptualise the long-term implications of desired project outcomes</li> <li>Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives</li> <li>Influence people in positions of authority to implement outcomes of projects</li> <li>Lead and direct translation of policy into workable action plans</li> <li>Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</li> </ul>  |
| ADVANCED   |   |
|  | <ul style="list-style-type: none"> <li>Manage multiple programs and balance priorities and conflicts according to institutional goals</li> <li>Apply effective risk management strategies through impact assessment and resource requirements</li> <li>Modify project scope and budget when required without compromising the quality and objectives of the project</li> <li>Involve top-level authorities and relevant stakeholders in seeking project buy-in</li> <li>Identify and apply contemporary project management methodology</li> <li>Influence and motivate project team to deliver exceptional results</li> <li>Monitor policy implementation and apply procedures to manage risks</li> </ul> |

SF Mohunu

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## Annexure B

| LEADING COMPETENCIES |   | ACHIEVEMENT LEVELS   |   |  |
|----------------------|---|--|---|--|
| CLUSTER :            | COMPETENCY NAME :   | BASIC  | COMPETENT   | ADVANCED   |
|                      | Financial Management  |  |   |  |
|                      | Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner |  |   |  |
|                      |   | <ul style="list-style-type: none"> <li>Understand basic financial concepts and methods as they relate to institutional processes and activities</li> <li>Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems</li> <li>Understand the importance of financial accountability</li> <li>Understand the importance of asset control</li> </ul> | <ul style="list-style-type: none"> <li>Exhibit knowledge of general financial concepts, planning, budgeting and forecasting and how they interrelate</li> <li>Assess, identify and manage financial risks</li> <li>Assume a cost-saving approach to financial management</li> <li>Prepare financial reports based on specified formats</li> <li>Consider and understand the financial implications of decisions and suggestions</li> <li>Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and updated</li> <li>Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget</li> </ul> | <ul style="list-style-type: none"> <li>Take active ownership of planning, budgeting and forecasting processes and provides credible answers to queries within own responsibility</li> <li>Prepare budgets that are aligned to the strategic objectives of the institution</li> <li>Address complex budgeting and financial management concerns</li> <li>Put systems and processes in place to enhance the quality and integrity of financial management practices</li> <li>Advise on policies and procedures regarding asset control</li> <li>Promote National Treasury's regulatory framework for Financial Management</li> </ul> |
|                      |   |  |   | <ul style="list-style-type: none"> <li>Develop planning tools to assist in evaluating and monitoring future expenditure trends</li> <li>Set budget frameworks for the institution</li> <li>Set strategic direction for the institution on expenditure and other financial processes</li> <li>Build and nurture partnerships to improve financial management and achieve financial savings</li> <li>Actively identify and implement new methods to improve asset control</li> <li>Display professionalism in dealing with financial data and processes</li> </ul>   |

ST Mehanna

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## Annexure B

| CLUSTER :   |  | LEADING COMPETENCIES   |   |  |
|---|--|--|---|--|
| COMPETENCY NAME :   |  | Change Leadership  |   |  |
| COMPETENCY DEFINITION :   |  | Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community   |   |  |
|   |  | ACHIEVEMENT LEVELS   |   |  |
| BASIC   | COMPETENT  | ADVANCED   | SUPERIOR  |  |
| <ul style="list-style-type: none"><li>• Display an awareness of change interventions and the benefits of transformation initiatives</li><li>• Able to identify basic needs for change</li><li>• Identify gaps between the current and desired state</li><li>• Identify potential risk and challenges to transformation, including resistance to change factors</li><li>• Participate in change programs and piloting change interventions</li><li>• Understand the impact of change interventions on the institution within the broader scope of local government</li></ul> | <ul style="list-style-type: none"><li>• Perform an analysis of the change impact on the social, political and economic environment</li><li>• Maintain calm and focus during change</li><li>• Able to assist team members during change and keep them focused on the deliverables</li><li>• Volunteer to lead change efforts outside of own work team</li><li>• Able to gain buy-in and approval for change from relevant stakeholders</li><li>• Identify change readiness levels and assist in resolving resistance to change factors</li><li>• Design change interventions that are aligned with the institution's strategic objectives and goals</li></ul> | <ul style="list-style-type: none"><li>• Actively monitor change impact and results and convey progress to relevant stakeholders</li><li>• Secure buy-in and sponsorship for change initiatives</li><li>• Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness</li><li>• Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change programs</li><li>• Take the lead in impactful change programs</li><li>• Benchmark change interventions against best change practices</li><li>• Understand the impact and psychology of change and put remedial interventions in place to facilitate effective transformation</li><li>• Take calculated risk and seek new ideas from best practice scenarios and identify the potential for implementation</li></ul> | <ul style="list-style-type: none"><li>• Sponsor change agents and create a network of change leaders who support the interventions</li><li>• Actively adapt current structures and processes to incorporate the change interventions</li><li>• Mentor and guide team members on the effects of change, resistance factors and how to integrate change</li><li>• Motivate and inspire others around change initiatives</li></ul> |  |

SF Mchunu






## Annexure B

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| LEADING COMPETENCIES   |  |
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| LEADING COMPETENCIES   |  |
| Governance Leadership  |  |
| Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations  |  |

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## Annexure B

| CORE COMPETENCIES  |   |
|--|---|
| COMPETENCY NAME :  | Moral Competence  |
| COMPETENCY DEFINITION :  | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behavior that reflects moral competence   |
| ACHIEVEMENT LEVELS   |   |
| BASIC  | COMPETENT   |
| <ul style="list-style-type: none"> <li>Realise the impact of acting with integrity, but requires guidance and development in implementing principles</li> <li>Follow basic rules and regulations of the institution</li> <li>Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent</li> </ul>  | <ul style="list-style-type: none"> <li>Conduct self in alignment with the values of local government and the institution</li> <li>Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver</li> <li>Actively report fraudulent activity and corruption with local government</li> <li>Understand and honor the confidential nature of matters without seeking personal gain</li> <li>Able to deal with situations of conflict of interest promptly and in the best interest of local government</li> </ul> |
| ADVANCED   |   |
| <ul style="list-style-type: none"> <li>Identify, develop and apply measures of self-correction</li> <li>Able to gain trust and respect through aligning actions with commitments</li> <li>Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders</li> <li>Present values, beliefs and ideas that are congruent with the institution's rules and regulations</li> <li>Takes an active stance against corruption and dishonesty when noted</li> <li>Actively promote the value of the institution to internal and external stakeholders</li> <li>Able to work in unity with a team and not seek personal gain</li> <li>Apply universal moral principles consistently to achieve moral decisions</li> </ul> | <ul style="list-style-type: none"> <li>Create an environment conducive of moral practices</li> <li>Actively develop and implement measures to combat fraud and corruption</li> <li>Set integrity standards and shared accountability measures across the institution to support the objectives of local government</li> <li>Take responsibility for own actions and decisions, even if the consequences are unfavorable</li> </ul>  |
| SUPERIOR   |   |

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## Annexure B

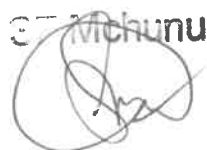
| CLUSTER :   |  | CORE COMPETENCIES   |   |  |          |
|---|--|---|---|--|----------|
| COMPETENCY NAME :   |  | Planning and Organising   |   |  |          |
| COMPETENCY DEFINITION :   |  | Able to plan, prioritise and organise information and resources effectively to ensure the quality of service delivery and build efficient contingency plans to manage risk  |   |  |          |
| BASIC   |  | ACHIEVEMENT LEVELS  |   |  | SUPERIOR |
|   |  | COMPETENT   | ADVANCED  |  |          |
| <ul style="list-style-type: none"><li>• Able to follow basic plans and organise tasks around set objectives</li><li>• Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans</li><li>• Able to follow existing plans and ensure that objectives are met</li><li>• Focus on short-term objectives in developing plans and actions</li><li>• Arrange information and resources required for a task, but require further structure and organisation</li></ul> | <ul style="list-style-type: none"><li>• <b>Actively and appropriately organise information and resources required</b> for a task</li><li>• Recognise the urgency and importance of tasks</li><li>• Balance short and long-term plans and goals and incorporate into the team's performance objectives</li><li>• Schedule tasks to ensure they are performed within budget and with efficient use of time and resources</li><li>• Measures progress and monitor performance results</li></ul> | <ul style="list-style-type: none"><li>• Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities and assign appropriate resources for successful implementation</li><li>• Identify in advance required stages and actions to complete tasks</li><li>• Schedule realistic timelines, objectives and milestones for tasks and projects</li><li>• Produce clear, detailed and comprehensive plans to achieve institutional objectives</li><li>• Identify possible risk factors and design and implement appropriate contingency plans</li><li>• Adapt plans in light of changing circumstances</li><li>• Prioritise tasks and projects according to their relevant urgency and importance</li></ul> | <ul style="list-style-type: none"><li>• Focus on broad strategies and initiatives when developing plans and actions</li><li>• Able to protect and forecast short, medium and long term requirements of the institution and local government</li><li>• Translate policy into relevant projects to facilitate the achievement of institutional objectives</li></ul> |  |          |

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# Annexure B

| CORE COMPETENCIES  |  |
|--|--|
| CLUSTER :  | Analysis and Innovation  |
| COMPETENCY NAME :  |  |
| COMPETENCY DEFINITION :  | Able to critically analyse information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives  |
| ACHIEVEMENT LEVELS   |  |
| BASIC  | COMPETENT  |
| <ul style="list-style-type: none"> <li>Understand the basic operation of analysis, but lack detail and thoroughness</li> <li>Able to balance independent analysis with requesting assistance from others</li> <li>Recommend new ways to perform tasks within own function</li> <li>Propose simple remedial interventions that marginally challenges the status quo</li> <li>Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations</li> <li>Demonstrate objectivity, insight and thoroughness when analysing problems</li> <li>Able to break down complex problems into manageable parts and identify solutions</li> <li>Consult internal and external stakeholders on opportunities to improve processes and service delivery</li> <li>Clearly communicate the benefits of new opportunities and innovative solutions and stakeholders</li> <li>Continuously identify opportunities to enhance internal processes</li> <li>Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention</li> </ul> |
| ADVANCED   |  |
| <ul style="list-style-type: none"> <li>Coaches team members on analytical and innovative approaches and techniques</li> <li>Engage with appropriate individuals in analysing and resolving complex problems</li> <li>Identify solutions on various areas in the institution</li> <li>Formulate and implement new ideas throughout the institution</li> <li>Able to gain approval and buy-in for proposed interventions from relevant stakeholders</li> <li>Identify trends and best practices in process and service delivery and propose institutional application</li> <li>Continuously engage in research to identify client needs</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate complex analytical and problem solving approaches and techniques</li> <li>Create an environment conducive to analytical and fact-based problem solving</li> <li>Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence</li> <li>Create an environment that fosters innovative thinking and follows a learning organisation approach</li> <li>Be a thought leader on innovative customer service delivery and process optimisation</li> <li>Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences</li> </ul>   |
| SUPERIOR   |  |


  
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## Annexure B

| CLUSTER :   |   | CORE COMPETENCIES  |  |  |
|---|---|--|--|--|
| COMPETENCY NAME :   |   | Knowledge and Information Management   |  |  |
| COMPETENCY DEFINITION :   |   | Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government |  |  |
|   |   | ACHIEVEMENT LEVELS   |  |  |
| BASIC   |   | COMPETENT  | ADVANCED   | SUPERIOR   |
| <ul style="list-style-type: none"> <li>Collect, categorise and track relevant information required for specific tasks and projects</li> <li>Analyse and interpret information to draw conclusions</li> <li>Seek new sources of information to increase the knowledge base</li> <li>Regularly share information and knowledge with internal stakeholders and team members</li> </ul> | <ul style="list-style-type: none"> <li>Use appropriate information systems and technology to manage institutional knowledge and information sharing</li> <li>Evaluate data from various sources and use information effectively to influence decisions and provide solutions</li> <li>Actively create mechanisms and structures for sharing information</li> <li>Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency</li> </ul> | <ul style="list-style-type: none"> <li>Effectively predict future information and knowledge management requirements and systems</li> </ul>   | <ul style="list-style-type: none"> <li>Develop standards and processes to meet future knowledge management needs</li> </ul>                                      | <ul style="list-style-type: none"> <li>Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information</li> </ul> |
|   |   | <ul style="list-style-type: none"> <li>Share and promote best-practice knowledge management across various institutions</li> </ul>   | <ul style="list-style-type: none"> <li>Establish accurate measures and monitoring systems for knowledge and information management</li> </ul>                    | <ul style="list-style-type: none"> <li>Establish partnerships across local government to facilitate knowledge management</li> </ul>  |
|   |   | <ul style="list-style-type: none"> <li>Establish accurate measures and monitoring systems for knowledge and information management</li> </ul>                                      | <ul style="list-style-type: none"> <li>Recognise and exploit knowledge points in interactions with internal and external stakeholders</li> </ul>                 | <ul style="list-style-type: none"> <li>Demonstrate a mature approach</li> </ul>  |
|   |   | <ul style="list-style-type: none"> <li>Create a culture conducive of learning and knowledge sharing</li> </ul>   | <ul style="list-style-type: none"> <li>Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches</li> </ul> | <ul style="list-style-type: none"> <li>Recognise and exploit knowledge points in interactions with internal and external stakeholders</li> </ul>                             |

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## Annexure B

| CLUSTER :   | CORE COMPETENCIES   |  |   |          |
|---|---|--|---|----------|
| COMPETENCY NAME :   | Communication   |  |   |          |
| COMPETENCY DEFINITION :   | Able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcome   |  |   |          |
| BASIC   | ACHIEVEMENT LEVELS  |  |   | SUPERIOR |
|   | COMPETENT   | ADVANCED   |   |          |
| <ul style="list-style-type: none"><li>Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools</li><li>Express ideas in a clear and focused manner, but does not always take the audience into consideration</li><li>Disseminate and convey information and knowledge adequately</li></ul> | <ul style="list-style-type: none"><li>Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating</li><li>Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs</li><li>Adapt communication content and style to suit the audience and facilitate optimal information transfer</li><li>Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders</li><li>Compile clear, focused, concise and well-structured written documents</li></ul> | <ul style="list-style-type: none"><li>Effectively communicate high-risk and sensitive matters to relevant stakeholders</li><li>Develop a well-defined communication strategy</li><li>Balance political perspectives with institutional needs when communicating viewpoints on complex issues</li><li>Able to effectively direct negotiations around complex</li><li>Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution</li><li>Able to communicate with the media with high levels of moral competence and discipline</li></ul> | <ul style="list-style-type: none"><li>Regarded as a specialist in negotiations and representing the institution</li><li>Able to inspire and motivate others through positive communication that is impactful and relevant</li><li>Creates an environment conducive to transparent and productive communication and critical appreciate conversations</li><li>Able to coordinate negotiations at different levels within local government and externally</li></ul> |          |

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## Annexure B

| CORE COMPETENCIES |                           | ACHIEVEMENT LEVELS  |   |   |   |
|-------------------|---------------------------|---|---|---|---|
| CLUSTER :         | COMPETENCY NAME :         | BASIC   | COMPETENT   | ADVANCED  | SUPERIOR  |
|                   | Results and Quality Focus | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives  |   |   |   |
|                   | COMPETENCY DEFINITION :   | <ul style="list-style-type: none"> <li>Understand quality of work but requires guidance in attending to important matters</li> <li>Show a basic commitment to achieving the correct results</li> <li>Produce the minimum level of results required in the role</li> <li>Produce outcomes that is of a good standard</li> <li>Focus on the quantity of output but requires development in incorporating the quality of work</li> <li>Produce quality work in general circumstances, but fails to meet expectation when under pressure</li> </ul> | <ul style="list-style-type: none"> <li>Focus on high-priority actions and does not become distracted by lower-priority activities</li> <li>Display firm commitment and pride in achieving the correct results</li> <li>Set quality standards and design processes and tasks around achieving set standards</li> <li>Produce output of high quality</li> <li>Able to balance the quantity and quality and quality of results in order to achieve objectives</li> <li>Monitors progress, quality of work and use of resources; provide status updates and make adjustments as needed</li> </ul> | <ul style="list-style-type: none"> <li>Consistently verify own standards and outcomes to ensure quality output</li> <li>Focus on the end result and avoids being distracted</li> <li>Demonstrate a determined and committed approach to achieving results and quality standards</li> <li>Follow task and projects through to completion</li> <li>Set challenging goals and objectives to self and team and display commitment to achieving expectations</li> <li>Maintain a focus on quality outputs when placed under pressure</li> <li>Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution</li> </ul> | <ul style="list-style-type: none"> <li>Coach and guide others to exceed quality standards and results</li> <li>Develop challenging, client-focused goals and sets high standards for personal performance</li> <li>Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required</li> <li>Work with team to set ambitious and challenging team goals, communicating long- and short term expectations</li> <li>Take appropriate risks to accomplish goals</li> <li>Overcome setbacks and adjust action plans to realise goals</li> <li>Focus people on critical activities that yield a high impact</li> </ul> |

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