

Waterberg District Municipality



PERFORMANCE MANAGEMENT 2021/2022 MANAGER PLANNING & ECONOMIC DEVELOPMENT: DESIRÉE LORRAINE MOSIMA TERESA SEHLAPELO

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2021/2022 PERFORMANCE AGREEMENT

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PERFORMANCE AGREEMENT

MADE AND ENTERED INTO BY AND BETWEEN:

**THE WATERBERG DISTRICT MUNICIPALITY
AS REPRESENTED BY THE MUNICIPAL MANAGER**

PRECIOUSSTONE RAPUTSOA

AND

DESIREÉ LORRAINE MOSIMA TERESA SEHLAPELO

THE EMPLOYEE OF THE MUNICIPALITY

FOR THE

FINANCIAL YEAR: 1 JULY 2021- 30 JUNE 2022

PERFORMANCE AGREEMENT

ENTERED INTO BY AND BETWEEN:

The **Waterberg District Municipality** herein represented by **Preciousstone Raputsoa** in his capacity as Municipal Manager (hereinafter referred to as the **Employer** or Supervisor)

and

Desireé Lorraine Mosima Teresa Sehlapelo as the 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)(ii) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the parties to conclude an annual performance agreement within one (1) month after the beginning of each financial year of the municipality.
- 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 outcomes that will secure local government policy goals.
- 1.4 The parties wish to ensure that there is compliance with Sections 57(4A), 57(4B) and 57(5) of the Systems Act.

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 the 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 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 a performance plan, which forms an annexure to the performance agreement;
- 2.4 monitor and measure performance against set targeted outputs;
- 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 the **01 July 2021** and will remain in force until **30 June 2022** 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 the beginning of each successive 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 If 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) sets out-
- 5.5 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 objectives and targets reflected in Annexure A are set by the **Employer** in consultation with the **Employee** and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the **Employer**, and shall include key objectives; key performance indicators; target dates and weightings.
- 5.6 The key objectives describe the main tasks that need to be done.
- 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.

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 KPAs (including special projects relevant to the employee's responsibilities) within the local government framework.
- 5.7 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.
- 5.8 The Employee must be assessed against both components, with a weighting of 80:20 allocated to the Key Performance Areas (KPAs) and the Competency Requirements (CRs) respectively.
- 5.5.2 Each area of assessment will be weighted and will contribute a specific part to the total score.
- 5.5.3 KPAs covering the main areas of work will account for 80% and CRs will account for 20% of the final assessment.
- 5.5.4 The total score must determined using the rating calculator.
- 5.9 The Employee's assessment will be based on his / her performance in terms of the 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 result as per the weightings agreed to between the Employer and Employee:

Key Performance Areas (KPA's)	Weighting
Basic Service Delivery	15%
Municipal Institutional Development and Transformation	15%
Local Economic Development (LED)	25%
Municipal Financial Viability and Management	10%
Good Governance and Public Participation	10%
Spatial Rationale	25%
Total	100%

- 5.7 In the case of managers directly accountable to the municipal manager, key performance areas related to the functional area of the relevant manager, must be subject to negotiation between the municipal manager and the relevant manager.
- 5.8 The CRs will make up the other 20% of the Employee's assessment score. CRs that are deemed to be most critical for the Employee's specific job should be selected (✓) from the list below as agreed to between the Employer and Employee. Three of the CRs are compulsory for Municipal Managers:

COMPETENCY REQUIREMENTS FOR EMPLOYEES		
LEADING COMPETENCIES	✓	WEIGHT
Strategic Direction and Leadership	✓	10%
People Management	compulsory	10%
Program and Project Management	✓	20%
Financial Management	compulsory	10%
Change Leadership	-	-
Governance Leadership	✓	10%
CORE COMPETENCIES		
Moral Competence	✓	5%
Planning and Organising	✓	10%
Analysis and Innovation	✓	5%
Knowledge and Information Management	✓	10%
Communication	✓	5%
Results and Quality Focus	✓	5%
Total percentage	-	100%

6. EVALUATING PERFORMANCE

- 6.1 The Performance Plan (Annexure A) to this Agreement sets out -
- 6.1.1 the standards and procedures for evaluating 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 review 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.

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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 should 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 should be provided for each KPA.
- (c) The applicable assessment rating calculator (refer to paragraph 6.5.3 below) must then be used to add the scores and calculate a final KPA score.

6.5.2 Assessment of the CRs

- (a) Each CR should be assessed according to the extent to which the specified standards have been met.
- (b) An indicative rating on the five-point scale should be provided for each CR.
- (c) This rating should be multiplied by the weighting given to each CR during the contracting process, to provide a score.
- (d) The applicable assessment rating calculator (refer to paragraph 6.5.1) must then be used to add the scores and calculate a final CR score.

6.5.3 Overall rating

An overall rating is calculated by using the applicable 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 following rating scale for KPA's and CRs:

Level	Terminology	Description	Rating				
			1	2	3	4	5
5	Outstanding performance	Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance plan and maintained this in all areas of responsibility throughout the year.					

Level	Terminology	Description	Rating				
			1	2	3	4	5
4	Performance significantly above expectations	Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.					
3	Fully effective	Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the PA and Performance Plan.					
2	Not fully effective	Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the PA and Performance Plan.					
1	Unacceptable performance	Performance does not meet the standard expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.					

6.7 For purposes of evaluating the annual performance of the municipal manager, an evaluation panel constituted of the following persons must be established -

- 6.7.1 Executive Mayor or Mayor;
- 6.7.2 Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- 6.7.3 Member of the mayoral or executive committee or in respect of a plenary type municipality, another member of council;
- 6.7.4 Mayor and/or municipal manager from another municipality; and
- 6.7.5 Member of a ward committee as nominated by the Executive Mayor or Mayor.

6.8 For purposes of evaluating the annual performance of managers directly accountable to the municipal managers, an evaluation panel constituted of the following persons must be established -

- 6.8.1 Municipal Manager;
- 6.8.2 Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- 6.8.3 Member of the mayoral or executive committee or in respect of a plenary type municipality, another member of council; and
- 6.8.4 Municipal manager from another municipality.

- 6.9 The manager responsible for human resources of the municipality must provide secretariat services to the evaluation panels referred to in sub-regulations (d) and (e).

7. SCHEDULE FOR PERFORMANCE REVIEWS

- 7.1 The performance of each **Employee** in relation to his / her performance agreement shall be reviewed on the following dates with the understanding that reviews in the first and third quarter may be verbal if performance is satisfactory:

First quarter	July – September	(October 2021).
Second quarter	October – December	(January 2022)
Third quarter	January – March	(April 2022)
Fourth quarter	April – June	(July 2022)

- 7.2 The Employer shall keep a record of the mid-year review and annual assessment meetings.
- 7.3 Performance feedback shall 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.
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and / or amended as the case may be. In that case the Employee will be fully consulted before any such change is made.

8. DEVELOPMENTAL REQUIREMENTS

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

9. OBLIGATIONS OF THE EMPLOYER

- 9.1 The Employer shall –

- 9.1.1 create an enabling environment to facilitate effective performance by the employee;
- 9.1.2 provide access to skills 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 / her to meet the performance objectives and targets established in terms of this Agreement; and
- 9.1.5 make available to the Employee such resources as the Employee may reasonably require from time to time to assist him / her 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 to 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 decisions taken pursuant to the exercise of powers contemplated in 10.1 as soon as is practicable to enable the Employee to take any necessary action without delay.

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 of between 5% to 14% of the total remuneration package may be paid to the Employee in recognition of outstanding performance to be constituted as follows:
- 11.2.1 a score of 130% to 149% is awarded a performance bonus ranging from 5% to 9%; and
 - 11.2.2 a score of 150% and above is awarded a performance bonus ranging from 10% to 14%.

% Rating Over Performance	% Bonus
130 - 133.8	5%
133.9 – 137.6	6%
137.7 – 141.4	7%
141.5 - 145.2	8%
145.3 – 149	9%
150 – 153.4	10%
153.5 – 156.8	11%
156.9 – 160.2	12%
160.2 – 163.6	13%
163.7 – 167	14%

- 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 or her 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 or her duties.

12. DISPUTE RESOLUTION

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

12.1.1 the MEC for local government in the province within thirty (30) days of receipt of a formal dispute from the Employee; or

12.1.2 any other person appointed by the MEC.

12.1.3 In the case of managers directly accountable to the municipal manager, 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) days of receipt of a formal dispute from the employee;

whose decision shall be final and binding on both parties.

12.2 In the event that the mediation process contemplated above fails, clause 20.3 of the Contract of Employment shall apply.

13. GENERAL

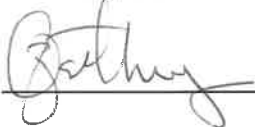
13.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer.

13.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his/ her contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

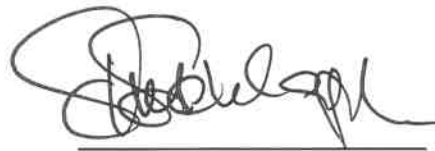
13.3 The performance assessment results of the municipal manager must be submitted to the MEC responsible for local government in the relevant province as well as the national minister responsible for local government, within fourteen (14) days after the conclusion of the assessment.

Thus done and signed at Modimolle on this the 26 day of July 2021.

AS WITNESSES:

1. 

2. _____


EMPLOYEE

AS WITNESSES:

1. 

2. _____


MUNICIPAL MANAGER



2021/2022 PERFORMANCE PLAN (SDBIP)

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Annexure A

Personal Performance Plan



WATERBERG DISTRICT MUNICIPALITY



Name: **Desirée Lorraine Mosima Teresa Sehlapelo**

Position: **Manager: Planning & Economic Development**

Accountable to: **Municipal Manager**

Plan Period: **1 July 2021 – 30 June 2022**

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1. INTRODUCTION

PURPOSE:

The performance plan defines the Council's expectations of the CFO's performance agreement to which this document is attached and Section 57 (5) of the Municipal Systems Act, which provides that performance objectives and targets must be based on the key performance indicators as set in the Municipality's Integrated Development Plan (IDP) and as reviewed annually.

STRATEGIC ALIGNMENT:

The Objects of Local Government as outlined in the Constitution, Key Performance Areas (KPA) as outlined in the Local Government: Municipal Planning and Performance Management Regulations (2001) inform the strategic objectives per BSC perspective and the ultimate outcomes to be achieved are listed in the table below. The indicators and targets are aligned to contribute to the achievement of the objectives over the longer term, in so far it is relevant to the functions of the employee.

Objects of Local Government	KPA	Strategic Objectives
Promote a safe and healthy environment	Service Delivery	To empower the community and instil sense of ownership of development
	Spatial Rationale	To preserve and protect natural resources and promote public health
Promote social and economic development	Local Economic Development	To create an environment that can sustain local economic development
	Financial Viability	To effectively manage finances and improve financial sustainability
Ensure the provision of services to communities in a sustainable manner.	Service Delivery	To coordinate and monitor infrastructure development for the provision and access to basic services
	Spatial Rationale	To facilitate access and transform land and rural tourism development
Encourage the involvement of communities and community organisations in the matters of local government	Good Governance and Public Participation	To develop and implement integrated management and governance systems
Provide democratic and accountable government for local communities	Transformation and Organisational Development	To promote accountability, efficiency and professionalism in the organisation.



2. PURPOSE OF THE POSITION

The employee undertakes to be committed to the municipality's strategic intent that follows:

The Vision:

"To be the best energy hub and eco-tourism destination in Southern Africa"

The Mission:

"To invest in a constituency of talented who are motivated and innovative to build a sustainable economy in the field ,minerals and eco-tourism for the benefit of all our communities "

The Values of Waterberg District Municipality to which the employee subscribes are:

- ✓ **Honesty**
- ✓ **Respect**
- ✓ **Fairness**
- ✓ **Integrity**
- ✓ **Accountability**
- ✓ **Accessibility**
- ✓ **Effectiveness**
- ✓ **Ubuntu**

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The employee is accountable and responsible for amongst others:

- The management of the department's human resources in accordance with Municipal legislation and other legislation applicable to the Municipality, including the management, discipline and development of staff
- The cost effective management of the departments and the municipality's budget and the timely implementation of resolutions related to the department
- The management of Municipality's financial accounting functions to ensure unqualified audit reports
- To manage the financial affairs of the municipality to ensure financial viability.
- To increase revenue to become financially sustainable.
- To manage supply chain in terms of MFMA.
- The compilation and control of the municipality's budget to effect no budget variance
- To manage cash receipts and disbursement to facilitate non-utilisation of bank overdrafts
- The management of the payroll and ensuring timeous and accurate payment of personnel salaries and allowances
- The administration of the municipal finances to ensure cash is available for projects and operations
- Ensuring daily banking of cash received
- Management of investment to earn above national average interest on surplus funds
- Determination of tariffs and taxes and ensuring budgeted costs are recovered
- Timely development and submission of financial statements to ensure positive financial results
- Alignment of the budget, Integrated Development Plan and Performance Management System
- The efficient and legal management of supply chain processes
- Manage income and expenditure of the municipality to ensure sound financial management of Council

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3. SERVICE DELIVERY AND PERFORMANCE INDICATORS

The indicators and targets for which the employee is responsible to achieve and report on follows:

KPA	Strategic Objective	Programme / Focus area	Performance Indicators	Baseline	Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4	Annual Target 2021-2022	Annual Target 2022-2023	Annual Target 2023-2024	Evidence
1	Spatial rationale	Integrated planning	Number of DMPT Meeting	-	1	1	1	1	4	4	4	Invitation Agenda Minutes Attendance register
2	Spatial rationale	Integrated planning	Number of District Planning forum meetings held	4	1	2	3	4	4	4	4	Invitation Agenda Minutes Attendance register
3	Basic service Delivery	Project management	% of Rollover from the previous financial year completed	100%	25%	50%	75%	100%	100%	100%	100%	Project status report

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4	Basic service Delivery	To coordinate and monitor infrastructure development for the provision and access to services	Abattoir Management	Number of cattle slaughtered per Quarter	400	100	200	1000	1500	2800	2800	2800	Schedule 8 abattoir report
5	Basic service Delivery	To coordinate and monitor infrastructure development for the provision and access .	Abattoir Management	Number of Pigs slaughtered per Quarter	2000	500	1000	1500	2000	5000	5000	5000	Schedule 8 abattoir report
6	Basic service Delivery	To coordinate and monitor infrastructure development for the provision and access to services	Abattoir Management	Number of sheep slaughtered per Quarter	300	100	200	300	400	1000	1000	1000	Schedule 8 abattoir report

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7	Local economic development	To ensure optimal utilisation and adherence to space economy	Job creation	Number of LED Forums meetings held	4	1	1	1	1	1	4	4	4	Minutes, attendance register and invitation, agenda
8	Local economic development	To ensure optimal utilisation and adherence to space economy	Job creation	Number of SMMEs and Co-operations supported	20	10	10	10	10	10	40	60	SMMEs or co-operatives support report	
9	Financial management and viability	To effectively manage finances and improve sustainability	Expenditure management	% Operating budget variance in terms of SDBIP	9%	10%	10%	10%	10%	10%	10%	10%	Annexure B financial report	
10	Financial management	To effectively manage finances and improve sustainability	Expenditure Management	% Capital budget variance in terms of SDBIP	10%	10%	10%	10%	10%	10%	10%	10%	Annexure D financial report	
11	Good Governance and Public Participation	To develop and implement integrated management & governance.	Auditing	% Internal Audit Unit audit queries related to department resolved	100%	25%	50%	75%	100%	100%	100%	100%	Internal Audit follow up register	

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1 2	Good Governance and Public Participation	To develop and implement integrated management & governance systems	Auditing	% Identified risk resolved within timeframes as specified in risk plan	100%	25%	50%	75%	100%	100%	100%	100%	Risk register
1 3	Good Governance and Public Participation	To develop and implement integrated management & governance systems	Auditing	% AG audit queries related to department resolved	0%	N/A	40%	60%	100%	100%	100%	100%	Audit Action plan
1 4	Good Governance and Public Participation	To develop and implement integrated management & governance .	Governance	% Council resolutions related to department implemente d within timeframe	100%	100%	100%	100%	100%	100%	100%	100%	Council resolution implementatio n register
1 5	Good Governance and Public Participation	To develop and implement integrated management & governance systems	Inter- governments I relations	% Municipal Managers Forum Resolutions related to department implemente d within specified timeframes	0%	100%	100%	100%	100%	100%	100%	100%	Resolution register

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1 6	Transformation and organisational development	To attract, develop and retain ethical and best human capital	Human resources management	% Disciplinary actions initiated by MCSS	0%	100%	100%	100%	100%	100%	100%	100%	100%	Report
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4. DETAILED CAPITAL WORKS PLAN

The project for which the employee is responsible to implement and report on follows:

N o.	Dept.	Project name	2020/21 Budget	Planned start date	Planned completion date	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
						% Prog	Milestone	% Prog.	Milestone	% Prog.	Milestone	% Prog.	Milestone
	PED	Review of SDF	800 000	01/07/2019	30/06/2020	25%	Tender process	50%	Awarding	75%	Implementation	100%	Completion
	PED	Human Settlement	2 000 000	01/07/2019	30/06/2020	25%	Program	50%	Program	75%	Program	100%	Program



5. CORE COMPETENCY REQUIREMENTS

The core competencies the employee should conform to and will be assessed and evaluated against follows:

COMPETENCIES	COMPONENTS	COMPETENCY DEFINITION	WEIGHTING % (TOTAL 100%)
Leading competencies			
Strategic Direction and Leadership	• Impact and Influence • Institutional Performance Management • Strategic Planning and Management • Organisational Awareness	Provide and direct a vision for the institution, and inspire and deploy others to delivery on the strategic institutional mandate	10%
People Management	• Human Capital Planning and Development • Diversity Management • Employee Relations Management • Negotiation and dispute Management	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives	10%
Programme and Project Management	• Programme and Project Planning and Implementation • Service Delivery Management • Programme and Project Monitoring and Evaluation	Able to understand programme and project management methodology; plan, manage, monitor and evaluate specific activities in order to delivery on set objectives	10%
Financial Management	• Budget Planning and Execution • Financial Strategy and Delivery • Financial Reporting and Monitoring	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	10%
Change Leadership	• Change Vision and Strategy • Process Design and improvement • Change Impact Monitoring and Evaluation	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	10%



COMPETENCIES	COMPONENTS	COMPETENCY DEFINITION	WEIGHTING % (TOTAL 100%)
Governance Leadership	• Policy Formulation • Risk and Compliance management • Cooperative Governance	Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships	10%
Core Competencies			
Moral competence		Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence	10%
Planning and Organising		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	10%
Analysis and Innovation		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	5%
Knowledge and Information Management		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	5%
Communication		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	5%
Results and Quality Focus		Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage other to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives	5%

More details related to each competency are attached as Annexure A1 to this plan.



6. SUMMARY SCORECARD

In terms of Regulation 805 of 2006, the employee will be scored on a ratio of 80% for key performance areas (KPA's) and 20% for core competency requirements (CCRs). It is also required that the KPA's relevant to the employees functions also be weighted in terms of importance out of a total of 100%, contributing to the 80% contribution to KPA's. It is also necessary to allocate weightings amongst KPI's and projects where relevant. A summary of the total weightings are indicated below:

POSITION OUTCOMES/OUTPUTS		KPA WEIGHTINGS	KPI / PROJECT WEIGHTING		ASSESS WEIGHTING
Key Performance Areas					80%
Spatial Rationale		10%	KPI's	95%	
			Projects	5%	
Service Delivery and Infrastructure		20%	KPI's	95%	
			Projects	5%	
Financial Viability		30%	KPI's	95%	
			Projects	5%	
Local Economic Development		10%	KPI's	95%	
			Projects	5%	
Transformation and Organisational Development		10%	KPI's	95%	
			Projects	5%	
Good Governance and Public Participation		20%	KPI's	95%	
			Projects	5%	
Total		100%			
Competency Requirements				20%	

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7. RATING SCALES

The assessment of the performance of the Employee will be based on the following rating scale for KPAs and CCRs:

Level	Terminology	Description
5	Outstanding performance	Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance plan and maintained this in all areas of responsibility throughout the year.
4	Performance significantly above expectations	Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.
3	Fully effective	Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the PA and Performance Plan.
2	Performance not fully effective	Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the PA and Performance Plan.
1	Unacceptable performance	Performance does not meet the standard expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.



8. PERFORMANCE ASSESSMENT PROCESS

The following steps will be followed to ensure a fully participative and compliant performance assessment process is adhered to.

1. Performance Assessment:
 - 1.1. Formal assessment between employee and employer will take place twice a year to measure the performance of the employee against the agreed performance targets for the half yearly and yearly assessments respectively.
 - 1.2. Actual performance against the targets will be captured in preparation for the assessments.
 - 1.3. Scores of 1-5 will be calculated based upon the progress against targets.
 - 1.4. KPI's and targets are audited before assessment date and their findings must accompany the Performance Plans.
 - 1.5. The employer must keep a record of the mid-year assessment and annual assessment meetings.
2. The employee being assessed will compile a portfolio of evidence confirming the level of performance achieved for a given assessment period and made available to the Panel on request. One independent person may be assigned to act as an Observer.
3. The process for determining Employee ratings are as follows:
 - 3.1. The panel to rate the achievement for the KPI's on a 5 point scale. Decimal places can be used.
 - 3.2. The employee to motivate for higher ratings where applicable.
 - 3.3. The panel to rate the employee's core competency requirements (CCR) on the 5 point scale. Decimal places can be used.
 - 3.4. The panel scores are averaged to derive at a total score per KPI / Activity / CCR. Overall scores are calculated by taking weightings into account where applicable.
- 3.5. The final KPA's rating will account for 80% of the final assessment total. The CCR's are to account for 20% of the final assessment total.
4. The five point rating scale referred to in regulation 805 correspond as follows:

Rating:	1	2	3	4	5
% Score:	0-66	67-99	100-132	133-166	167
5. The assessment rating calculator is used to calculate the overall % score for performance.
6. Annual performance evaluation to determine the final ratings and scores as well as recommend performance bonuses will be conducted by the appropriate panel as constituted by Regulation 805 of 2006.
7. The performance bonus percentages described in the performance agreement will be calculated on a sliding scale of the all inclusive remuneration package as indicated in table below:



% Rating Over Performance	% Bonus
130-149%	5-9%
150% and above	10-14%

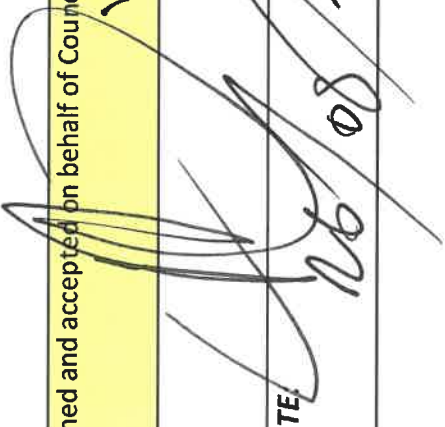
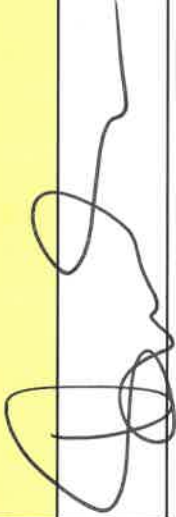
8. The Personal Development Plan (PDP) can be reviewed after the performance evaluation had been finalised in case where more clarity has been established on what the essential development needs for the relevant person will be.
9. The results of the annual performance evaluation will be submitted to the performance audit committee for final approval of the assessment/s /evaluations.
10. Performance bonus, based upon the annual evaluation, will be subject to approval by Council.
11. The performance evaluation results of the Municipal Manager will also be submitted to the MEC responsible for Local Government in the Province.

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[Signature]



9. APPROVAL

The process followed ensures individual alignment to the strategic intent of the institution and gives clear direction on what needs to be achieved through a self-directed approach to execute on the objectives, to build sound relationships, to develop human capital and to strengthen the organisation through excellent performance. This plan has derived from intense workshopping to ensure integration, motivation and self-direction. The employer and employee both have responsibilities and accountabilities in getting value from this plan. Neither party can succeed without the support of the other.

Undertaking of the employer	Undertaking of the employee
On behalf of my organisation, I undertake to ensure that a work environment conducive for excellent employee performance is established and maintained. As such, I undertake to lead to the best of my ability, communicate comprehensively, and empower managers and employees. Employees will have access to ongoing learning, will be coached, and will clearly understand what is expected of them. I herewith approve this Performance Plan.	I herewith confirm that I understand the strategic importance of my position within the broader organisation. I furthermore confirm that I understand the purpose of my position, as well as the criteria on which my performance will be evaluated twice annually. As such, I therefore commit to do my utmost to live up to these expectations and to serve the organisation, my superiors, my colleagues and the community with loyalty, integrity and enthusiasm at all times. I hereby confirm and accept the conditions to this plan.
Signed and accepted on behalf of Council: Municipal Manager	Signed and accepted by the Employee: Manager PED
	
DATE: 26/08/2021	DATE: 26 July 2021



ANNEXURE A1 - CORE MANAGERIAL COMPETENCIES DETAILS

The details pertaining to the Core Managerial Competencies follows:

Competencies	Basic	Competent	Advanced	Superior
Leading competencies				
Strategic Direction and Leadership	- Understand institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate - Describe how specific tasks link to institutional strategies but has limited influence in directing strategy - Has a basic understanding of institutional performance management but lacks the ability to integrate systems into a collective whole - Demonstrate a basic understanding of key decision-makers	- Give direction to a team in realising the institution's strategic mandate and set objectives - Has a positive impact and influence on the morale, engagement and participation of team members - Develop action plans to execute and guide strategy implementation - Assist in defining performance measures to monitor the progress and effectiveness of the institution - Displays an awareness of institutional structures and political factors - Effectively communicate barriers to execution to relevant parties - Provide guidance to all stakeholders in the achievement of the strategic mandate - Understand the aim and objectives of the institution and relate it to own work	- Evaluate all activities to determine value and alignment to strategic intent - Display in-depth knowledge and understanding of strategic planning - Align strategy and goals across all functional areas - Actively define performance measures to monitor the progress and effectiveness of the institution - Consistently challenge strategic plans to ensure relevance - Understand institutional structures and political factors, and the consequences of actions - Empower others to follow strategic direction and deal with complex situations - Guide the institution through complex situations and ambiguous concern - Use understanding of power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances	- Structure and position the institution to local government priorities - Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework - Hold self accountable for strategy execution and results - Provide impact and influence through building and maintaining strategic relationships - Create an environment that facilitates loyalty and innovation. Display a superior level of self-discipline and integrity in actions - Integrate various systems into a collective whole to optimise institutional performance management - Uses understanding of competing interests to manoeuvre successfully to a win/win outcome



Competencies	Basic	Competent	Advanced	Superior
People Management	• Participate in team goal-setting and problem-solving • Interact and collaborate with people of diverse backgrounds • Aware of guidelines for employee development, but requires support in implementing development initiatives	• Seek opportunities to increase team contribution and responsibility • Respect and support the diverse nature of others and be aware of the benefits of a diverse approach • Effectively delegate tasks and empower others to increase contribution and execute functions optimally • Apply relevant employee legislation fairly and consistently • Facilitate team goal-setting and problem-solving • Effectively identify capacity requirements to fulfil the strategic mandate	• Identify ineffective team and work processes and recommend remedial interventions • Recognise and reward effective and desired behaviour • Provide mentoring and guidance to others in order to increase personal effectiveness • Identify development and learning needs within the team • Build a work environment conducive to sharing, innovation, ethical behaviour and professionalism • Inspire a culture of performance excellence by giving positive and constructive feedback to the team • Achieve agreement or consensus in adversarial environments • Lead and unite diverse teams across divisions to achieve institutional objectives	• Develop and incorporate best practice people management processes, approaches and tools across the institution • Foster a culture of discipline, responsibility and accountability • Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution • Develop comprehensive integrated strategies and approaches to human capital development and management • Actively identify trends and predict capacity requirements to facilitate unified transition and performance management

OR



Competencies	Basic	Competent	Advanced	Superior
Programme and Project Management	- Initiate projects after approval from higher authorities - Understand procedures of programme and project management methodology, implications and stakeholder involvement - Understand the rational of projects in relation to the institution's strategic objectives - Document and communicate factors and risk associated with own work - Use results and approaches of successful project implementation as guide	- Establish broad stakeholder involvement and communicate the project status and key milestones - Define the roles and responsibilities of the project team and create clarity around expectations - Find a balance between project deadline and the quality of deliverables - Identify appropriate project resources to facilitate the effective completion of the deliverables - Comply with statutory requirements and apply policies in a consistent manner - Monitor progress and use of resources and make needed adjustments to timelines, steps and resource allocation	- Manage multiple programmes and balance priorities and conflicts according to institutional goals - Apply effective risk management strategies through impact assessment and resource requirements - Modify project scope and budget when required without compromising the quality and objectives of the project - Involve top-level authorities and relevant stakeholders in seeking project buy-in - Identify and apply contemporary project management methodology - Influence and motivate project team to deliver exceptional results - Monitor policy implementation and apply procedures to manage risks	- Understand and conceptualise the long-term implications of desired project outcomes - Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives - Consider and initiate projects that focus on achievement of the long-term objectives - Influence people in positions of authority to implement outcomes of projects - Lead and direct translation of policy into workable action plans - Ensures that programmes are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed

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Competencies	Basic	Competent	Advanced	Superior
Financial Management	- Understand basic financial concepts and methods as they relate to institutional processes and activities - Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems - Understand the importance of financial accountability - Understand the importance of asset control	- Exhibit knowledge of general financial concepts, planning, budgeting, and forecasting and how they interrelate - Assess, identify and manage financial risks - Assume a cost-saving approach to financial management - Prepare financial reports based on specified formats - Consider and understand the financial implications of decisions and suggestions - Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and updated - Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget	- Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within own responsibility - Prepare budgets that are aligned to the strategic objectives of the institution - Address complex budgeting and financial management concerns - Put systems and processes in place to enhance the quality and integrity of financial management practices - Advise on policies and procedures regarding asset control - Promote National Treasury's regulatory framework for Financial Management	- Develop planning tools to assist in evaluating and monitoring future expenditure trends - Set budget frameworks for the institution - Set strategic direction for the institution on expenditure and other financial processes - Build and nurture partnerships to improve financial management and achieve financial savings - Actively identify and implement new methods to improve asset control - Display professionalism in dealing with financial data and processes



Competencies	Basic	Competent	Advanced	Superior
Change Leadership	• Display an awareness of change interventions, and the benefits of transformation initiatives • Able to identify basic needs for change • Identify gaps between the current and desired state • Identify potential risk and challenges to transformation, including resistance to change factors • Participate in change programmes and piloting change interventions • Understand the impact of change interventions on the institution within the broader scope of local government	• Perform an analysis of the change impact on the social, political and economic environment • Maintain calm and focus during change • Able to assist team members during change and keep them focused on the deliverables • Volunteer to lead change efforts outside of own work team • Able to gain buy-in and approval for change from relevant stakeholders • Identify change readiness levels and assist in resolving resistance to change factors • Design change interventions that are aligned with the institution's strategic objectives and goals	• Actively monitor change impact and results and convey progress to relevant stakeholders • Secure buy-in and sponsorship for change initiatives • Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness • Build an nurture relationships with various stakeholders to establish strategic alliance in facilitating change • Take and lead in impactful change programmes • Benchmark change interventions against best change practices • Understand the impact and psychology of change, and put remedial interventions in place to facilitate effective transformation • Take calculated risk and seek new ideas from best practice scenarios, and identify the potential for implementation	• Sponsor change agents and create a network of change leaders who support the interventions • Actively adapt current structures and processes to incorporate the change interventions • Mentor and guide team members on the effects of change, resistance factors and how to integrate change • Motivate and inspire others around change initiatives

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Competencies	Basic	Competent	Advanced	Superior
Governance Leadership	• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements • Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders • Provide input into policy formulation	• Display a thorough understanding of governance and risk and compliance factors and implement plans to address these • Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution • Actively drive policy formulation within the institution to ensure the achievement of objectives	• Able to link risk initiative into key institutional objectives and drivers • Identify, analyse and measure risk, create valid risk forecasts, and map risk profiles • Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives • Demonstrate a thorough understanding of risk retention plans • Identify and implement comprehensive risk management systems and processes • Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement	• Demonstrate a high level of commitment in complying with governance requirements • Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework • Able to advise Local Government on risk management strategies, best practice interventions and compliance management • Able to forge positive relationships on cooperative governance level to enhance the effectiveness of local government • Able to shape, direct and drive the formulation of policies on a macro level



Competencies	Basic	Competent	Advanced	Superior
Core Competencies				
Moral Competence	• Realise the impact of acting with integrity, but requires guidance and development in implementing principles • Follow the basic rules and regulations of the institution • Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent	• Conduct self in alignment with the values of Local Government and the institution • Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver • Actively report fraudulent activity and corruption within local government • Understand and honour the confidential nature of matters without seeking personal gain • Able to deal with situations of conflict of interest promptly and in the best interest of local government	• Identify, develop, and apply measures of self-correction • Able to gain trust and respect through aligning actions with commitments • Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders • Present values, beliefs and ideas that are congruent with the institution's rules and regulations • Takes an active stance against corruption and dishonesty when noted • Actively promote the value of the institution to internal and external stakeholders • Able to work in unity with a team and not seek personal gain • Apply universal moral principles consistently to achieve moral decisions	• Create an environment conducive of moral practices • Actively develop and implement measures to combat fraud and corruption • Set integrity standards and shared accountability measures across the institution to support the objectives of local government • Take responsibility for own actions and decisions, even if the consequences are unfavourable

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Competencies	Basic	Competent	Advanced	Superior
Planning and Organising	• Able to follow basic plans and organise tasks around set objectives • Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans • Able to follow existing plans and ensure that objectives are met • Focus on short-term objectives in developing plans and actions • Arrange information and resources required for a task, but require further structure and organisation	• Actively and appropriately organise information and resources required for a task • Recognise the urgency and importance of tasks • Balance short and long-term plans and goals and incorporate into the team's performance objectives • Schedule tasks to ensure they are performed within budget and with efficient use of time and resources • Measures progress and monitor performance results	• Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities, and assign appropriate resources for successful implementation • Identify in advance required stages and actions to complete tasks and projects • Schedule realistic timelines, objectives and milestones for tasks and projects • Produce clear, detailed and comprehensive plans to achieve institutional objectives • Identify possible risk factors and design and implement appropriate contingency plans • Adapt plans in light of changing circumstances • Prioritise tasks and projects according to their relevant urgency and importance	• Focus on broad strategies and initiatives when developing plans and actions • Able to project and forecast short, medium and long term requirements of the institution and local government • Translate policy into relevant projects to facilitate the achievement of the institutional objectives

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Competencies	Basic	Competent	Advanced	Superior
Analysis and Innovation	- Understand the basic operation of analysis, but lack detail and thoroughness - Able to balance independent analysis with requesting assistance from others - Recommend new ways to perform tasks within own function - Propose simple remedial interventions that marginally challenges the status quo - Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking	- Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations - Demonstrate objectivity, insight, and thoroughness when analysing problems - Able to break down complex problems into manageable parts and identify solutions - Consult internal and external stakeholders on opportunities to improve processes and service delivery - Clearly communicate the benefits of new opportunities and innovative solutions to stakeholders - Continuously identify opportunities to enhance internal processes - Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention	- Coaches team members on analytical and innovative approaches and techniques - Engage with appropriate individuals in analysing and resolving complex problems - Identify solutions on various areas in the institution - Formulate and implement new ideas throughout the institution - Able to gain approval and buy-in for proposed interventions from relevant stakeholders - Identify trends and best practices in process and service delivery and propose institutional application - Continuously engage in research to identify client needs	- Demonstrate complex analytical and problem solving approaches and techniques - Create an environment conducive to analytical and fact-based problem-solving - Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence - Create an environment that fosters innovative thinking and follows a learning organisation approach - Be a thought leader on innovative customer service delivery, and process optimisation - Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences

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Competencies	Basic	Competent	Advanced	Superior
Knowledge and Information Management	• Collect, categorise and track relevant information required for specific tasks and projects • Analyse and interpret information to draw conclusions • Seek new sources of information to increase the knowledge base • Regularly share information and knowledge with internal stakeholders and team members	• Use appropriate information systems and technology to manage institutional knowledge and information sharing • Evaluate data from various sources and use information effectively to influence decisions and provide solutions • Actively create mechanisms and structures for sharing of information • Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency	• Effectively predict future information and knowledge management requirements and systems • Develop standards and processes to meet future knowledge management needs • Share and promote best-practice knowledge management across various institutions • Establish accurate measures and monitoring systems for knowledge and information management • Create a culture conducive of learning and knowledge sharing • Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches	• Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information • Establish partnerships across local government to facilitate knowledge management • Demonstrate a mature approach to knowledge and information sharing with an abundance and assistance approach • Recognise and exploit knowledge points in interactions with internal and external stakeholders

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Competencies	Basic	Competent	Advanced	Superior
Communication	• Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools • Express ideas in a clear and focused manner, but does not always take the needs of the audience into consideration • Disseminate and convey information and knowledge adequately	• Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating • Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs • Adapt communication content and style to suit the audience and facilitate optimal information transfer • Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders • Compile clear, focused, concise and well-structured written documents	• Effectively communicate high-risk and sensitive matters to relevant stakeholders • Develop a well-defined communication strategy • Balance political perspectives with institutional needs when communicating viewpoints on complex issues • Able to effectively direct negotiations around complex matters and arrive at a win-win situation that promotes Batho Pele principles • Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution • Able to communicate with the media with high levels of moral competence and discipline	• Regarded as a specialist in negotiations and representing the institution • Able to inspire and motivate others through positive communication that is impactful and relevant • Creates an environment conducive to transparent and productive communication and critical and appreciative conversations • Able to coordinate negotiations at different levels within local government and externally

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Competencies	Basic	Competent	Advanced	Superior
Results and Quality Focus	- Understand quality of work but requires guidance in attending to important matters - Show a basic commitment to achieving the correct results - Produce the minimum level of results required in the role - Produce outcomes that is of a good standard - Focus on the quantity of output but requires development in incorporating the quality of work - Produce quality work in general circumstances, but fails to meet expectation when under pressure	- Focus on high-priority actions and does not become distracted by lower-priority activities - Display firm commitment and pride in achieving the correct results - Set quality standards and design processes and tasks around achieving set standards - Produce output of high quality - Able to balance the quantity and quality of results in order to achieve objectives - Monitors progress, quality of work, and use of resources; provide status updates, and make adjustments as needed	- Consistently verify own standards and outcomes to ensure quality output - Focus on the end result and avoids being distracted - Demonstrate a determined and committed approach to achieving results and quality standards - Follow task and projects through to completion - Set challenging goals and objectives to self and team and display commitment to achieving expectations - Maintain a focus on quality outputs when placed under pressure - Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution	- Coach and guide others to exceed quality standards and results - Develop challenging, client-focused goals and sets high standards for personal performance - Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required - Work with team to set ambitious and challenging team goals, communicating long- and short-term expectations - Take appropriate risks to accomplish goals - Overcome setbacks and adjust action plans to realise goals - Focus people on critical activities that yield a high impact



2021/2022

PERSONAL DEVELOPMENT PLAN

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PERSONAL DEVELOPMENT PLAN (PDP)

Entered into by and between

WATERBERG DISTRICT MUNICIPALITY

**AS REPRESENTED BY THE MUNICIPAL
MANAGER**

**PRECIOUSSTONE RAPUTSOA
[THE EMPLOYER]**

and

DESIREÉ LORRAINE MOSIMA TERESA SEHLAPELO

["THE EMPLOYEE"]

PR
Desiree

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 descriptions, the result of regular performance appraisals, career pathing, scarce skills and 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 Personal Development Plans of employees to be included in their annual Performance Agreements. Such approach will ensure the alignment of individual performance objectives to the municipality's strategic objectives, and that training and development needs are also identified during the performance management and appraisal process.
- (d) Career-pathing and succession planning ensures that employees are placed 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. Scarce skills and talent management also requires appropriate training, education and development interventions.

2. Competence Modeling

2.1 What does an institution mean when it says an employee / prospective employee is competent if he / she fits 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 objectives [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. Management cannot know how an employee will perform in the future nor can they know how employees that they did not select, did not promote, did not award a qualification to, might perform.

2.3 Moreover, senior managers do not make their expressions in a social vacuum. They do so within a social context in which there are various actors, various stakeholders, with different interests accountabilities, 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 to others. Relevance thus becomes an obvious issue that affects the level of confidence in such a decision. Various human resources procedures and systems need to be established to maintain the relevance of the expression of competence to the requirements of the employer. Confidence is the

basis on which the various parties implicated 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 of arrangements become socially accepted as the basis for linking different contexts. Contexts differ, in particular in terms of time. So performance in the past is linked to future situations in which desired performance is anticipated. This linking of contexts will normally involve some model, some way of accounting for the claimed link. Local Government: Competency Framework for Senior Managers provides for:

- 2.4.1 Critical leading competencies that drive the strategic intent and direction of local government.
- 2.4.2 Core competencies which senior managers are expected to possess, and which drive the execution of the leading competencies.

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 Government: Competency Framework for Senior Managers provides for comprehensive information on the relevance item 2.4.1 and 2.4.2 to the PDP process. The MFMA: Minimum Competency Regulations also be taken into consideration during the PDP process.

- 3.3 The assessment results of a 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.
- 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 the 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 qualification from a tertiary institution or unit standards registered on the National Qualifications Framework (South African Qualifications Authority), which could enable the trainee to obtain recognition towards a qualification for training undertaken. It is important to determine 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 is more detail on this in item 4 below.
 - (e) **Guidelines regarding the number of training days per employee and the nominations 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) **Column 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 frames (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 practice 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 municipality forms the basis for the prescribed Workplace Skills Plan, which 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 and Training Authority (LGSETA).
- 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 levels 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 qualifications would be awarded, at each of the levels of the National Qualifications 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

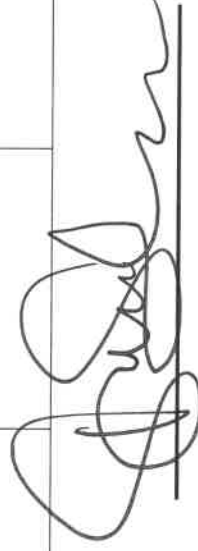
- 4.3 As is clear from the definitions, there will be four phases, with Adult Basic Education and Training (ABET) linked to the first three. The history of school education had the effect that the majority of the adult population for black communities, were provided with inadequate education or no schooling. 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 phases can follow suit. In this regard the discussion in item 3.3 (d) refers. Note should also be taken that in addressing professionalisation within the local government sector there may be a need to develop vocational qualifications.

Personal Development Plan of: [Desirée Lorraine Mosima Teresa Sehlapelo].....
Appendix

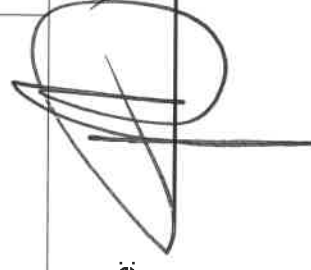
Compiled on (Date): [20...].....

1. Skills / Performance or developmental gap (in order of priority)	2. Outcomes Expected (measurable indicators: quantity, quality and time frames)	3. Suggested training and / or development activity	4. Suggested mode of delivery	5. Suggested Time Frames	6. Work opportunity created to practice skill / development area	7. Support Person
E.g. 1. Appraise Performance of Managers	The manager will be able to enter into performance agreements with all managers reporting to him / her, appraise them against set criteria, within relevant time frames	A course containing theoretical and practical application with coaching in the workplace following [relevant unit standard?]	External provider, in line with identified unit standard and not exceeding R 6 000	March 200...	Appraisal of managers reporting to him / her	Senior Manager: Training
2.						
3.						

Employee's signature :



Manager's signature:



DEFINITIONS:

“Higher, Further and General Education and Training” refers to:

National Qualification Framework level	Levels	TYPES OF QUALIFICATIONS AND CERTIFICATES	
8	HIGHER EDUCATION AND TRAINING	Doctorates	
		Further Research Degrees	
7		Higher Degrees	
		Professional Qualifications	
6		First Degrees	
		Higher Diplomas	
5		Diplomas	
		Occupational Certificates	
FURTHER EDUCATION AND TRAINING CERTIFICATES			
4	FURTHER EDUCATION AND TRAINING	School/College/Training Certificate	
		Mix of units from all	
3		School/College/Training Certificate	
		Mix of units from all	
2		School/College/Training Certificate	
		Mix of units from all	
GENERAL EDUCATION AND TRAINING CERTIFICATES			
1	GENERAL EDUCATION AND TRAINING	Senior Phase	ABET level 4
		Intermediate Phase	ABET level 3
		Foundation Phase	ABET level 2
			ABET level 1



2021/2022

CODE OF CONDUCT

PR

A handwritten signature in black ink, consisting of a stylized 'E' or 'G' shape with a crossbar, followed by a long horizontal stroke.



**CODE OF CONDUCT
FOR STAFF MEMBERS
AS CONTAINED IN
SCHEDULE 2 OF
THE LOCAL GOVERNMENT:
MUNICIPAL SYSTEMS ACT NO
32 OF 2000**

**MADE AND ENTERED INTO BY
AND BETWEEN:**

**WATERBERG DISTRICT
MUNICIPALITY**

**AS REPRESENTED BY THE
MUNICIPAL MANAGER**

PRECIOUSSTONE RAPUTSOA

AND

**DESIREÉ LORRAINE MOSIMA
TERESA SEHLAPELO**

**THE EMPLOYEE OF THE
MUNICIPALITY**

FOR THE

**FINANCIAL YEAR:
1 JULY 2021 – 30 JUNE 2022**

1. Definition	In this schedule “partner” means a person who permanently lives with another person in a manner as if married.
2. General Conduct	A staff member of the municipality must at all times: (a) loyally execute the lawful policies of the municipal council; (b) perform the functions of office in good faith, diligently, honestly 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 a way that the credibility and integrity of the municipality are not compromised; and (e) act impartially and treat all people, including other staff members, equally without favour or prejudice.
3. Commitment to serving the public interest	A staff member of a municipality is a public servant in a developmental local system, and must accordingly- (a) implement the provisions 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 objectives set out in the integrated development plan, and achieve the performance targets set for each performance indicator; (e) participate in the overall performance management system for the municipality, as well as the staff member's individual performance appraisal and reward system, if such exists, in order to maximise the ability of the municipality as a whole to achieve its objectives and improve the quality of life of its residents.
4. Personal gain	(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 that staff member, or that staff member's spouse, partner or business associate, has a direct or indirect personal or private business interest. (2) Except with the prior consent of the council of a municipality a staff member of the municipality may not- (a) Be a party to a contract for i. Provision of goods and services to the municipality; or ii. Performance of any work for the municipality otherwise than as a staff member (b) Obtain financial interest in any business of the municipality; or (c) Be engaged in any business, trade or profession other than the work of the municipality

5. Disclosure of benefits	(1) A staff member of a municipality who, or whose spouse, partner, business associate or close family member acquired or stands to acquire any direct benefit from a contract concluded with the municipality must disclose in writing full particulars of the benefit to the council. (2) This item does not apply to a benefit which a staff member, or a spouse, partner, business associate or close family member, has or acquires in common with all other residents of the municipality.
6. Unauthorised disclosure of information	(1) A staff member of a 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 municipal 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; (c) disclosure of which would violate a person's right to privacy; or (d) declared to be privileged, confidential or secret in terms of any law. (3) This item does not derogate from a person's right of access to information in terms of national legislation.
7. Undue influence	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.
8. Rewards, gifts and favours	(1) A staff member of a municipality may not request, solicit or accept any reward, gift or favour 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).

9. Council property	A staff member of a municipality may not use, take, acquire, or benefit from any property or asset owned, controlled or managed by the municipality to which that staff member has no right.
10. Payment of arrears	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.
11. Participation in elections	A staff member of a 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.
12. Sexual harassment	A staff member of a municipality may not embark on any action amounting to sexual harassment.
13. Reporting duty of staff members	Whenever a staff member of a municipality has reasonable grounds for believing that there has been a breach of this Code, the staff member must without delay report the matter to a superior officer or to the speaker of the council.
14. Breaches of code	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.
15. Signatures	Signed at <u>Modimolle</u> on this the <u>26</u> day of <u>July</u> 2021. AS WITNESSES: 1.  _____ 2. _____ AS WITNESSES: 1.  _____ 2. _____  _____ EMPLOYEE  _____ MUNICIPAL MANAGER



2021/2022

FINANCIAL DISCLOSURE

A handwritten signature in black ink, consisting of a stylized 'R' followed by a large, circular flourish.

DISCLOSURE FORM FOR BENEFITS AND INTERESTS

I, the undersigned (surname and initials) SEHLAPALO DLMT
 (Postal Address) 92 Alouding Rd
Murrayfield Ext 1, Pretoria
 (Residential Address) Same as Postal
 (Position Held) Manager : Planning and Economic Development
 (Name of Municipality) Waterberg District Municipality
 Tel: 014 718 3311 Fax: N/A
 Hereby certify that the following information is complete and correct to the best of my knowledge:

1. Shares, securities and other financial interest (Not bank accounts with financial institutions.)			
Number of shares/Extent of financial interest	Nature	Nominal Value	Name of Company/Entity
		<u>None</u>	

2. Interest in a trust	
Name of trust	Amount of Remuneration/Income
	<u>None</u>

3. Membership, directorships and partnerships		
Name of corporate entity, partnership or firm	Type of business	Amount of Remuneration/Income
<u>Makhele Holdings</u>	<u>Consultancy</u>	<u>20.00</u>

4. Remunerated work outside the Municipality (Must be sanctioned by Council.)		
Name of Employer	Type of Work	Amount of Remuneration/Income
	<u>N/A</u>	

CONFIDENTIAL

Council Municipal Manager

Signature by Mayor or Designate: [Signature] Date: 26 July 2021

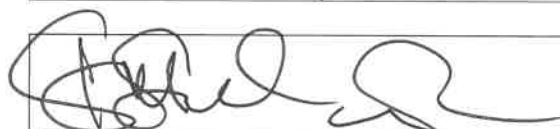
[Signature] PR

5. Consultancies, Retainerships and Relationships			
Name of Client	Nature	Type of business activity	Value of any benefits received
		NTA	

6. Subsidies, grants and sponsorships by any organisation		
Source of assistance	Descriptions of assistance	Value of assistance
	NONE	

7. Gifts and Hospitality from a source rather than a family member		
Description	Value	Member
	NONE	

8. Land and Property			
Description	Extent	Area	Value
PHOT	13 AcreS		£2800,000



SIGNATURE OF SENIOR MANAGER

DATE: 26 July 2021

PLACE: Modinolle

