

# **2024/2025 PERFORMANCE AGREEMENT**

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## **PERFORMANCE AGREEMENT**

MADE AND ENTERED INTO BY AND BETWEEN:

**THE WATERBERG DISTRICT MUNICIPALITY  
AS REPRESENTED BY THE EXECUTIVE MAYOR**

**CLLR. M.J MAEKO**

AND

**PRECIOUSSTONE RAPUTSOA**

**THE EMPLOYEE OF THE MUNICIPALITY**

FOR THE

**FINANCIAL YEAR: 1 JULY 2024- 30 JUNE 2025**

*PS*

## PERFORMANCE AGREEMENT

### ENTERED INTO BY AND BETWEEN:

The **Waterberg District Municipality** herein represented by **Cllr M.J MAEKO** in his capacity as Executive Mayor (hereinafter referred to as the **Employer** or Supervisor)

and

**PRECIOUSSTONE RAPUTSOA** 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 2024** and will remain in force until **30 June 2025** 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                                 | 10%         |
| Municipal Institutional Development and Transformation | 20%         |
| Local Economic Development (LED)                       | 20%         |
| Municipal Financial Viability and Management           | 20%         |
| Good Governance and Public Participation               | 20%         |
| Spatial Rationale                                      | 10%         |
| <b>Total</b>                                           | <b>100%</b> |

- 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:

| <b>COMPETENCY REQUIREMENTS FOR EMPLOYEES</b> |            |               |
|----------------------------------------------|------------|---------------|
| <b>LEADING COMPETENCIES</b>                  | ✓          | <b>WEIGHT</b> |
| Strategic Direction and Leadership           | ✓          | 10%           |
| People Management                            | compulsory | 10%           |
| Program and Project Management               | ✓          | 10%           |
| Financial Management                         | compulsory | 20%           |
| Change Leadership                            |            | -             |
| Governance Leadership                        | ✓          | 10%           |
| <b>CORE COMPETENCIES</b>                     |            |               |
| 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:

|                       |   |                    |                 |
|-----------------------|---|--------------------|-----------------|
| <b>First quarter</b>  | : | July – September   | (October 2024). |
| <b>Second quarter</b> | : | October – December | (January 2025)  |
| <b>Third quarter</b>  | : | January – March    | (April 2025)    |
| <b>Fourth quarter</b> | : | April – June       | (July 2025)     |

- 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

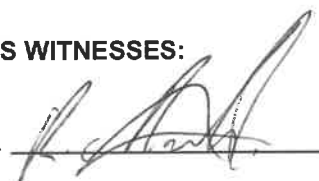
13.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer.

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...22... day of July 2024.

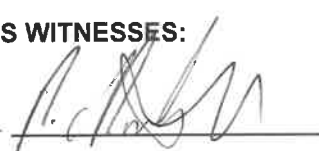
AS WITNESSES:

1. 

2. 

  
MUNICIPAL MANAGER

AS WITNESSES:

1. 

2. 

  
EXECUTIVE MAYOR



# 2024/2025 PERFORMANCE PLAN (SDBIP)

# Annexure A

## Personal Performance Plan



WATERBERG DISTRICT MUNICIPALITY



Name: **PRECIOUSSTONE RAPUTSOA**

Position: Municipal Manager

Accountable to: Executive Mayor

Plan Period: 1 June 2024 – 30 June 2025

102



## CONTENTS

|                                                         |    |
|---------------------------------------------------------|----|
| 1. INTRODUCTION .....                                   | 3  |
| 2. PURPOSE OF THE POSITION .....                        | 4  |
| 3. SERVICE DELIVERY AND PERFORMANCE INDICATORS.....     | 6  |
| 4. CORE COMPETENCY REQUIREMENTS.....                    | 12 |
| 5. SUMMARY SCORECARD .....                              | 15 |
| 6. RATING SCALES .....                                  | 16 |
| 7. PERFORMANCE ASSESSMENT PROCESS .....                 | 17 |
| 8. APPROVAL.....                                        | 19 |
| ANNEXURE A1 - CORE MANAGERIAL COMPETENCIES DETAILS..... | 20 |



## 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.                      |

3



## 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



### 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           | Annual Target 2024-2025                                    | Target Quarter 1 | Target Quarter 2 | Target Quarter 3 | Target Quarter 4   | Evidence                                           |
|-----|---------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------|--------------------|------------------------------------------------------------|------------------|------------------|------------------|--------------------|----------------------------------------------------|
| 1   | Spatial rationale<br><br>To facilitate access and transform land and rural tourism development                | Integrated Planning       | Percentage Highly rated IDP                                     | 100%               | 1X highly rated IDP attained by 30 June 2025               | N/A              | N/A              | N/A              | 1 highly rated IDP | CoGHSTA IDP Analysis report                        |
| 2   | Financial management and viability<br><br>To effectively manage finances and improve financial sustainability | Expenditure Management    | Percentage of Operating budget variance in terms of SDBIP       | 20,31%             | ≤10% of Operating budget variance attained by 30 June 2025 | ≤10%             | ≤10%             | ≤10%             | ≤10%               | Annexure B Financial Report                        |
| 4   | Good Governance and Public Participation<br><br>To develop and implement integrated management and            | Monitoring and Evaluation | Number of Submission of Annual Performance Report (APR) and AFS | 1/1 30 August 2023 | 1X APR and AFS submitted to AGSA by 31 August 2024.        | 1                | N/A              | N/A              | N/A                | 1 X Copy of Submission letter with acknowledgement |



|   | KPA                                      | Strategic Objective                                                   | Programme / Focus area | Performance Indicators                                                          | Baseline    | Annual Target 2024-2025                                                                      | Target Quarter 1 | Target Quarter 2 | Target Quarter 3 | Target Quarter 4 | Evidence                 |
|---|------------------------------------------|-----------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|--------------------------|
|   |                                          | governance systems                                                    |                        |                                                                                 |             |                                                                                              |                  |                  |                  |                  |                          |
| 5 | Good Governance and Public Participation | To develop and implement integrated management and governance systems | Auditing               | AG - Audit outcome/Opinion                                                      | Unqualified | Unqualified by 30 November 2024                                                              | N/A              | N/A              | Unqualified      | N/A              | Audit Report             |
| 6 | Good Governance and Public Participation | To develop and implement integrated management and governance systems | Auditing               | Percentage AG material audit queries resolved                                   | 100% 10/10  | 100% of Prior Year material audit queries resolved by 30 June 2025                           | N/A              | 20%              | 60%              | 100%             | 2021/22 Post action plan |
| 7 | Good Governance and Public Participation | To develop and implement integrated management and governance systems | Auditing               | Percentage Identified risk resolved within timeframes as specified in risk plan | 81% 10/10   | 100% of Identified risk resolved within timeframes as specified in risk plan by 30 June 2025 | 25%              | 50%              | 75%              | 100%             | Risk register            |

17



| KPA | Strategic Objective                                                                                               | Programme / Focus area | Performance Indicators                                    | Baseline     | Annual Target 2024-2025                                             | Target Quarter 1 | Target Quarter 2 | Target Quarter 3 | Target Quarter 4 | Evidence                                                                 |
|-----|-------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------|--------------|---------------------------------------------------------------------|------------------|------------------|------------------|------------------|--------------------------------------------------------------------------|
| 8   | Good Governance and Public Participation<br>To develop and implement integrated management and governance systems | Auditing               | Percentage of internal audit findings resolved            | 70%<br>16/20 | 100% of internal audit findings resolved by 30 June 2025            | 25%              | 50%              | 75%              | 100%             | Internal audit action plan                                               |
| 9   | Good Governance and Public Participation<br>To develop and implement integrated management and governance systems | Auditing               | Number of Audit committee meetings held                   | 4            | 4 X Audit committee meetings held by 30 June 2025                   | 1                | 1                | 1                | 1                | 4 X Set of Minutes and Attendance register with the Schedule of Meetings |
| 10  | Good Governance and Public Participation<br>To develop and implement integrated management and governance systems | Auditing               | Percentage of Audit Committee recommendations implemented | 100%<br>5/5  | 100% of Audit Committee recommendations implemented by 30 June 2025 | 100%             | 100%             | 100%             | 100%             | Audit Committee recommendations Register                                 |
| 11  | Good Governance and Public Participation<br>To develop and implement integrated management and governance systems | Auditing               | Number of Performance audit reports submitted to Council  | 4            | 4 X Audit committee Report submitted by 30 June                     | 1                | 2                | 3                | 4                | 4 X Set Audit committee reports                                          |



| KPA    | Strategic Objective                                                     | Programme / Focus area        | Performance Indicators                                                                                        | Baseline        | Annual Target 2024-2025                                    | Target Quarter 1                  | Target Quarter 2  | Target Quarter 3                           | Target Quarter 4                           | Evidence                                                           |
|--------|-------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------|-----------------------------------|-------------------|--------------------------------------------|--------------------------------------------|--------------------------------------------------------------------|
|        | nt and governanc e systems                                              |                               |                                                                                                               |                 | 2025                                                       |                                   |                   |                                            |                                            |                                                                    |
| 1<br>2 | To develop and implement integrated manage ment and governanc e systems | Governance                    | Percentage Council resolutions implemented within timeframes                                                  | 88.29%<br>83/94 | 100% Council resolutions implemente d by 30 June 2025      | 100%                              | 100%              | 100%                                       | 100%                                       | Council resolutions implemented register                           |
| 1<br>3 | To develop and implement integrated manage ment and governanc e systems | Inter-government al relations | Percentage Municipal Managers Forum Resolutions related to department implemented within specified timeframes | 100%            | 100% MM's forum resolutions implemente d by 30 June 2025   | 100%                              | 100%              | 100%                                       | 100%                                       | Municipal Managers Forum Resolutions                               |
| 1<br>4 | To develop and implement integrated manage ment and                     | Public Participatio n         | Number of IDP Representative Forum meetings convened                                                          | 4/4             | 4 X IDP Representa tive Forum meetings convened by 30 June | 1X Approval of IDP Review Process | 1X Analysis phase | 1 X Preparation for Tabling of the 2025/26 | 1 X Preparation for Tabling of the 2025/26 | 4 X Set of Invitations, Agenda, minutes & attendance register with |

9



| KPA | Strategic Objective                                           | Programme / Focus area     | Performance Indicators                                                | Baseline | Annual Target 2024-2025                                                  | Target Quarter 1 | Target Quarter 2 | Target Quarter 3       | Target Quarter 4       | Evidence                                                        |
|-----|---------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------|----------|--------------------------------------------------------------------------|------------------|------------------|------------------------|------------------------|-----------------------------------------------------------------|
|     | governance                                                    |                            |                                                                       |          | 2025                                                                     |                  |                  | Draft IDP for Adoption | Final IDP for Approval | Schedule of the meetings                                        |
| 15  | To attract, develop and retain ethical and best human capital | Human Resources Management | Percentage of disciplinary actions initiated by the Municipal Manager | 0%       | 100% of disciplinary actions initiated by 30 June 2025                   | 100%             | 100%             | 100%                   | 100%                   | Disciplinary report                                             |
| 16  | To attract, develop and retain ethical and best human capital | Human Resources Management | Number of Senior Management with signed Performance Agreements        | 6        | 6 X Senior Management with signed Performance Agreements by 31 July 2024 | 6                | N/A              | N/A                    | N/A                    | Copies of Signed Performance Agreements                         |
| 17  | To attract, develop and retain ethical and best human capital | Organisational Development | Number of quarterly performance reviews conducted                     | 4        | 4 X Quarterly reviews conducted by 30 June 2025                          | 1                | 2                | 3                      | 4                      | sets Quarterly reviews attendance register and Performance Plan |



| KPA | Strategic Objective                                           | Programme / Focus area     | Performance Indicators                                       | Baseline                       | Annual Target 2024-2025                                                 | Target Quarter 1            | Target Quarter 2 | Target Quarter 3                | Target Quarter 4             | Evidence                                                                   |
|-----|---------------------------------------------------------------|----------------------------|--------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------|-----------------------------|------------------|---------------------------------|------------------------------|----------------------------------------------------------------------------|
| 18  | To attract, develop and retain ethical and best human capital | Organisational Development | Number of approved 2025/26 SDBIP by the Executive Mayor      | 100%<br>13 June 2024           | 1 X 2025/26 SDBIP Approved by the EM by the 28 June 2025                | N/A                         | N/A              | N/A                             | 1 X approved 2025/26 SDBIP   | Copy of the Approved 2025/26 SDBIP                                         |
| 19  | To attract, develop and retain ethical and best human capital | Monitoring and Evaluation  | Number of 2023/24 Annual Performance evaluation conducted    | 1/1<br>13 June 2024            | 1X 2023/24 Annual Performance evaluation conducted by 30 June 2025      | N/A                         | N/A              | N/A                             | 1                            | Attendance register and Schedule of 2023/24 Annual Performance Evaluations |
| 20  | To attract, develop and retain ethical and best human capital | Monitoring and Evaluation  | Number of Annual report (sec 121) adopted & submitted to MEC | 100%<br>approved 27 March 2024 | 1 X Annual Report (sec 121) adopted & submitted to MEC by 31 March 2025 | N/A                         | N/A              | 100% Approval of final 23/24 AR | N/A                          | Council resolution & submission letter                                     |
| 21  | To attract, develop and retain ethical and best human capital | Organisational Development | Number of policies / framework reviewed                      | 5/5                            | 5 X Policies in the OMM approved by council by 30 June 2024             | 3 X Internal Audit Policies | N/A              | N/A                             | 2 X PMS Policy and Framework | 5 X Policies in the OMM approved                                           |



| KPA | Strategic Objective | Programme / Focus area | Performance Indicators | Baseline | Annual Target 2024-2025 | Target Quarter 1 | Target Quarter 2 | Target Quarter 3 | Target Quarter 4 | Evidence |
|-----|---------------------|------------------------|------------------------|----------|-------------------------|------------------|------------------|------------------|------------------|----------|
|     | capital             |                        |                        |          |                         |                  |                  |                  |                  |          |

#### 4. DETAILED CAPITAL WORKS PLAN

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

| N o. | Dept. | Project name | Planned start date | Planned completion date | Quarter 1 |           |         | Quarter 2 |         |           | Quarter 3 |           |         | Quarter 4 |  |
|------|-------|--------------|--------------------|-------------------------|-----------|-----------|---------|-----------|---------|-----------|-----------|-----------|---------|-----------|--|
|      |       |              |                    |                         | % Prog    | Milestone | % Prog. | Milestone | % Prog. | Milestone | % Prog.   | Milestone | % Prog. | Milestone |  |
|      |       | NO PROJECT   |                    |                         |           |           |         |           |         |           |           |           |         |           |  |

#### 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 |            |                       |                          |



| COMPETENCIES                       | COMPONENTS                                                                                                                                                                                                         | COMPETENCY DEFINITION                                                                                                                                                                                                                                                                          | WEIGHTING %<br>(TOTAL 100%) |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 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>          | Provide and direct a vision for the institution, and inspire and deploy others to delivery on the strategic institutional mandate                                                                                                                                                              | 10%                         |
| People Management                  | <ul style="list-style-type: none"> <li>• Human Capital Planning and Development</li> <li>• Diversity Managements</li> <li>• Employee Relations Management</li> <li>• Negotiation and dispute Management</li> </ul> | 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   | <ul style="list-style-type: none"> <li>• Programme and Project Planning and Implementation</li> <li>• Service Delivery Management</li> <li>• Programme and Project Monitoring and Evaluation</li> </ul>            | 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               | <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>                                         | 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                  | <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>                                        | 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%                         |
| Governance Leadership              | <ul style="list-style-type: none"> <li>• Policy Formulation</li> <li>• Risk and Compliance management</li> <li>• Cooperative Governance</li> </ul>                                                                 | 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%                         |
| <b>Core Competencies</b>           |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                |                             |



| COMPETENCIES                         | COMPONENTS | COMPETENCY DEFINITION                                                                                                                                                                                                                                                            | WEIGHTING %<br>(TOTAL 100%) |
|--------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 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 others 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 |
|-----------------------------------------------|----------------|-------------------------|-----|------------------|
| <b>Key Performance Areas</b>                  |                |                         |     | <b>80%</b>       |
| 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%  |                  |
| <b>Total</b>                                  | <b>100%</b>    |                         |     |                  |
| <b>Competency Requirements</b>                |                |                         |     | <b>20%</b>       |



## 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.



## 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 workshoping 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: EXECUTIVE MAYOR                                                                                                                                                                                                                                                                                                                                                                                         | Signed and accepted by the Employee: MUNICIPAL MANAGER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| DATE:                                                                                                                                                                                                                                                                                                                                                                                                                                             | DATE: 24/07/2028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



## ANNEXURE A1 - CORE MANAGERIAL COMPETENCIES DETAILS

The details pertaining to the Core Managerial Competencies follows:

| Competencies                       | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leading competencies</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Strategic Direction and Leadership | <ul style="list-style-type: none"> <li>Understand institutional and departmental strategic objectives, but lacks the ability to inspire <b>others</b> 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 a 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 action plans to execute and guide strategy implementation</li> <li>Assist in defining performance measures 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 the 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>Display in-depth knowledge and understanding of strategic planning</li> <li>Align strategy and goals across all functional areas</li> <li>Actively define performance measures 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 others to follow strategic direction and deal with complex situations</li> <li>Guide the institution through complex situations and ambiguous concern</li> <li>Use understanding of power relationships and dynamic tensions among key players to frame communications 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. Display a superior level of self-discipline and integrity in actions</li> <li>Integrate various systems into a collective whole to optimise institutional performance management</li> <li>Uses understanding of competing interests to manoeuvre successfully to a win/win outcome</li> </ul> |



| Competencies      | Basic                                                                                                                                                                                                                                                                                                 | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| People Management | <ul style="list-style-type: none"> <li>• Participate in team goal-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 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>• 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>• Provide 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 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> |



| Competencies                     | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Programme and Project Management | <ul style="list-style-type: none"> <li>• Initiate projects after approval from higher authorities</li> <li>• Understand procedures of programme 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> | <ul style="list-style-type: none"> <li>• Manage multiple programmes 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> | <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>• Consider and initiate projects that focus on achievement of the long-term 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 programmes are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</li> </ul> |



| Competencies         | Basic                                                                                                                                                                                                                                                                                                                                                                                                                  | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial Management | <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 <b>approach</b> 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 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>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> |



| Competencies      | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Superior                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Change Leadership | <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 programmes 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 an nurture relationships with various stakeholders to establish strategic alliance in facilitating change</li> <li>• Take and lead in impactful change programmes</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> |



| Competencies          | Basic                                                                                                                                                                                                                                                                                                                                                                                         | Competent                                                                                                                                                                                                                                                                                                                                                                                                            | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Governance Leadership | <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 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 drive policy formulation within the institution to ensure the achievement of objectives</li> </ul> | <ul style="list-style-type: none"> <li>• Able to link risk initiative 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 for improvement</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 governance 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> |

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| Competencies             | Basic                                                                                                                                                                                                                                                                                                                                                                             | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Core Competencies</b> |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Moral Competence         | <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>• 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 unfavourable</li> </ul> |



| Competencies            | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Superior                                                                                                                                                                                                                                                                                                                                                                  |
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| Planning and Organising | <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>• Actively and appropriately organise information and resources 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 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 and projects</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 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 the institutional objectives</li> </ul> |



| Competencies            | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Analysis and Innovation | <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 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 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> |



| Competencies                         | Basic                                                                                                                                                                                                                                                                                                                                                                                       | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Knowledge and Information Management | <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 of 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> <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 a 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> |



| Competencies  | Basic                                                                                                                                                                                                                                                                                                                                                                                                | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Communication | <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 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 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 productive communication and critical and appreciative conversations</li> <li>• Able to coordinate negotiations at different levels within local government and externally</li> </ul> |



| Competencies              | Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Competent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Superior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Results and Quality Focus | <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 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 <b>work</b>, 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> |

31