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# PERFORMANCE PLAN

01 July 2016- 30 June 2017

Acting Manager: Corporate Support  
Services : HSM Ngoepe



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## 1. INTRODUCTION

### PURPOSE:

The performance plan defines the Council's expectations of the employee'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 the Municipality's Service Delivery and Budget Implementation Plan (SDBIP) and as reviewed annually.

### STRATEGIC ALIGNMENT:

The Objects of Local Government as outlined in the Constitution, Key Performance Areas (KPA's) as outlined in the Local Government: Municipal Planning and Performance Management Regulations (2001) inform the strategic objectives per BSC 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 as it is relevant to the functions of the employee.

| PRIORITY ISSUES                                           | OBJECTIVES                                                                                     | OUTCOMES                                       | KEY PERFORMANCE AREA                                    |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------|
| 1. Sustainable infrastructure development and maintenance | To improve the quantity and quality of municipal infrastructure and services                   | Enhanced and sustainable socio economic growth | Service Delivery and Infrastructure Investment          |
| 2. Building and Retention of Institutional capacity       | To ensure that all stakeholders within the institution are adequately capacitated and retained | Competent and productive workforce             | Social and Local Economic Development                   |
| 3. Revenue enhancement                                    | Ensuring sound and efficient financial management                                              | Sustainable financial viability                | Municipal Transformation and Organisational Development |
|                                                           |                                                                                                |                                                | Financial Viability                                     |

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| PRIORITY ISSUES                                                | OBJECTIVES                                                                                                | OUTCOMES                                                                        | KEY PERFORMANCE AREA                           |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------|
| 4. Stimulating economic development                            | To create inclusive and well-coordinated investment opportunities for the growth of the economy           | Reduced poverty                                                                 | Social and Local Economic Development          |
| 5. Consistent and regular monitoring, reporting and evaluation | To develop and implement integrated management and governance systems                                     | Accountable and good governance – clean audits                                  | Good Governance and Public Participation       |
| 6. Effective and clear communication                           |                                                                                                           |                                                                                 |                                                |
| 7. Integrated land use planning & management                   | To ensure the optimum utilization of land                                                                 | Coordinated, rational, regulated and orderly land development and utilization   | Spatial and Environmental Management           |
| 8. Environmental sustainability                                | Foster, regulate, maintain and promote a sustainable environment                                          | Improved quality of life and protected natural resources for future generations | Spatial and Environmental Management           |
| 9. Social/community development                                | Improve the quality of lives through social development and the provision of effective community services | Developed community                                                             | Service Delivery and Infrastructure Investment |

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## 2. PURPOSE OF THE POSITION

The employee undertakes to be committed to the following strategic intent of the municipality:

### The Vision:

*"To be the leading, sustainable and diversified economic hub focused on community needs"*

### The Mission:

Mogalakwena municipality is committed to develop communities and promote economic growth by:

- providing affordable and quality basic services;
- creating a sustainable environment for social and economic development; and
- being consultative, responsive and accountable

### The Values:

***Driven by the needs of our communities, Mogalakwena Municipality will:***

- respect and uphold the Constitution,
- uphold the Code of Conduct for Councillors and Officials,
- ensure sound financial management, and
- uphold the Batho Pele principles.

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The employee is accountable and responsible for amongst others:

- The management of the Municipality's and 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 department's budget and the timely implementation of resolutions related to the department
- The administration and implementation of the Municipality's by-laws and other legislation, including the implementation of National and Provincial directives, policies and legislation and the rendering of legal advice, litigation and ensuring legislative compliance
- The implementation of legal procedures to collect of debt that is outstanding for longer than 90 Days
- The effective management and coordination of Information Technology of the municipality, in so far as software as well as hardware requirements are concerned
- The effective management of municipal fixed property, ensuring the maintenance and care thereof as well as the alienation of municipal property
- Rendering of swift and accurate administrative support services with internal customer orientation

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### 3. SERVICE DELIVERY AND PERFORMANCE INDICATORS

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

| KPI NO                                                                                                | PERFORMANCE INDICATORS                                                                    | BASELINE (2015-2016) | ANNUAL TARGET (2016-2017) | QUARTERLY TARGETS                            | METHOD OF CALCULATION                                                                                | SUPPORTING DOCUMENTATION (POE)               |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------|---------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>KEY PERFORMANCE AREA: GOOD GOVERNANCE AND PUBLIC PARTICIPATION</b>                                 |                                                                                           |                      |                           |                                              |                                                                                                      |                                              |
| <b>IDP STRATEGIC OBJECTIVE: TO DEVELOP AND IMPLEMENT INTEGRATED MANAGEMENT AND GOVERNANCE SYSTEMS</b> |                                                                                           |                      |                           |                                              |                                                                                                      |                                              |
| <b>PROGRAMME / FOCUS AREA: ADMINISTRATION AND GOVERNANCE SUPPORT</b>                                  |                                                                                           |                      |                           |                                              |                                                                                                      |                                              |
| 1                                                                                                     | Percentage MPAC resolutions implemented                                                   | New                  | 100%                      | Q1: 100%<br>Q2: 100%<br>Q3: 100%<br>Q4: 100% | The number of MPAC resolutions implemented divide by the total number of resolutions in the register | Minutes of the MPAC meeting and Mark sheets. |
| <b>PROGRAMME / FOCUS AREA: AUDITING</b>                                                               |                                                                                           |                      |                           |                                              |                                                                                                      |                                              |
| 2                                                                                                     | Percentage of queries raised by AG resolved                                               | New                  | 100%                      | Q1: N/A<br>Q2: N/A<br>Q3: 50%<br>Q4: 100%    | Divide number of queries resolved by number of queries raised                                        | Follow-up report from internal audit         |
| 3                                                                                                     | Percentage of queries internal audit resolved                                             | New                  | 100%                      | Q1: 25%<br>Q2: 50%<br>Q3: 75%<br>Q4: 100%    | Divide number of queries resolved by number of queries raised                                        | Follow-up report from internal audit         |
| <b>PROGRAMME / FOCUS AREA: RISK MANAGEMENT</b>                                                        |                                                                                           |                      |                           |                                              |                                                                                                      |                                              |
| 4                                                                                                     | Percentage of risks identified in the risk plan that related to the departments addresses | New                  | 100%                      | Q1: 20%<br>Q2: 50%<br>Q3: 70%<br>Q4: 100%    | Divide risks addressed by number of risks identified in the risk plan                                | Risk plan and risk report                    |



| KPI NO                                                                                                     | PERFORMANCE INDICATORS                                                                                                                                              | BASELINE (2015-2016) | ANNUAL TARGET (2016-2017) | QUARTERLY TARGETS                                                                    | METHOD OF CALCULATION                                                                                                                                                                                                     | SUPPORTING DOCUMENTATION (POE)                    |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| KEY PERFORMANCE AREA: MUNICIPAL TRANSFORMATION AND ORGANISATIONAL DEVELOPMENT                              |                                                                                                                                                                     |                      |                           |                                                                                      |                                                                                                                                                                                                                           |                                                   |
| IDP STRATEGIC OBJECTIVE: TO ENSURE THAT ALL STAKEHOLDERS WITHIN THE INSTITUTION ARE ADEQUATELY CAPACITATED |                                                                                                                                                                     |                      |                           |                                                                                      |                                                                                                                                                                                                                           |                                                   |
| PROGRAMME / FOCUS AREA: STAFF RETENTION                                                                    |                                                                                                                                                                     |                      |                           |                                                                                      |                                                                                                                                                                                                                           |                                                   |
| 5.                                                                                                         | **Percentage of municipality's (personnel) budget actually spent on implementing its workplace skills plan                                                          | 10%                  | 100%                      | Q1: 25%<br>Q2: 50%<br>Q3: 75%<br>Q4: 100%                                            | R-value spent on implementing the workplace skills plan / R-value personnel budget spent *100                                                                                                                             | Trial Balance                                     |
| 6.                                                                                                         | **No. people from employment equity groups employed in the three highest levels of management in compliance with the municipality's approved employment equity plan | 3 (out of 13)        | 12 (out of 13)            | Q1: 12 (out of 13)<br>Q2: 12 (out of 13)<br>Q3: 12 (out of 13)<br>Q4: 12 (out of 13) | Count number of people from employment equity groups (black people, women, disabled i.e. Only white males are excluded and foreigners) employed in the three highest levels of management (MM, Managers, Deputy Managers) | Employment equity Report                          |
| 7.                                                                                                         | **Percentage of budgeted vacant positions on the organogram filled within three months after advertisement                                                          | 0%                   | 100%                      | Q1: 25%<br>Q2: 50%<br>Q3: 75%<br>Q4: 100%                                            | Count the number of vacancies not filled within 3 months of being vacant                                                                                                                                                  | Register of vacant positions and filled positions |

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#### 4. CORE COMPETENCY REQUIREMENTS

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

| CORE MANAGERIAL COMPETENCIES        | DEFINITION                                                                                                                                                                                                                                                                 | DIMENSIONS MEASURED                                                                                                                                           | WEIGHT % |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Strategic Capability and Leadership | Must be able to provide a vision, set the direction for the organisation and inspire others in order to deliver on the organisational mandate                                                                                                                              | Annual Performance Reporting; Lead People; Strategy and Task Execution; Strategic Planning; Governance and Management Frameworks                              | 10%      |
| Programme and Project Management    | Must be able to plan, manage, monitor and evaluate specific activities in order to deliver the desired outputs                                                                                                                                                             | Project/Programme Planning; Execution and Reporting                                                                                                           | 10%      |
| Financial Management                | Must be able to compile and manage budgets, control cash flow, institute risk management and administer tender procurement processes in accordance with generally recognised financial practices in order to ensure the achievement of strategic organisational objectives | Financial Planning: MFMA, MTEF and MTSF; Financial Budget Execution and Reporting (in Year Monitoring and Reporting) AG Report                                | 10%      |
| Change Management                   | Must be able to initiate and support organisational transformation and change in order to successfully implement new initiatives and deliver on service delivery commitments                                                                                               | Change Vision, Planning and Strategy; Process Improvement; Organisation Design; Policy Change and Execution; Change Results; Impact Monitoring and Evaluation | 10%      |
| Knowledge Management                | Must be able to promote the generation and sharing of knowledge and learning in order to enhance the collective knowledge of the organisation                                                                                                                              | Knowledge and Learning; Technology Usage; Knowledge Strategies; Information Sharing Sessions; Integration of Knowledge and Partnership Development            | 10%      |
| Service Delivery Innovation         | Must be able to explore and implement new ways of delivering services that contribute to the improvement of organisational processes in order to achieve organisational goals                                                                                              | Innovation; Processes, Policy and Structures; Application of Best Practice                                                                                    | n.a.     |

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| CORE MANAGERIAL COMPETENCIES          | DEFINITION                                                                                                                                                                                             | DIMENSIONS MEASURED                                                                                                                                                               | WEIGHT % |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Problem Solving and Analysis          | Must be able to systematically identify, analyse and resolve existing and anticipated problems in order to reach optimum solutions in a timely manner                                                  | Identify, Analyse and Resolve Problems in timely manner; Contingency Plans and Anticipate Problems                                                                                | 10%      |
| People Management and Empowerment     | Must be able to manage and encourage people, optimise their outputs and effectively manage relationships in order to achieve organisational goals                                                      | Employee Relations; Diversity Management; HR Planning; Management and Development                                                                                                 | 10%      |
| Client Orientation and Customer Focus | Must be willing and able to deliver services effectively and efficiently in order to put the spirit of customer service (Batho Pele) into practice                                                     | Application of Batho-Pele Principles; Service Delivery knowledge; Coaching and Mentoring Others; Cost, Time, Budget, Quality, and Targets Consciousness                           | 10%      |
| Communication                         | Must be able to exchange information and ideas in a clear and concise manner appropriate for the audience in order to explain, persuade, convince and influence others to achieve the desired outcomes | Information and Ideas; Stakeholder Communication; Communication Strategy; Marketing and Branding; Use of Language; Negotiation and Bargaining                                     | 10%      |
| Honesty and Integrity                 | Must be able to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the Public Service.                                                   | High standard; Ethical and Moral Conduct; Confidentiality and Trust; Treat everyone with Respect; Responsible and Accountable; Shares information freely; Acts against Corruption | 10%      |

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

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## 5. SUMMARY SCORECARD

In terms of Regulation 805 of 2006, the employee will be scored on a ratio of 80% for key performance areas (KPAs) and 20% for core competency requirements (CCRs). It is also required that the KPAs relevant to the employees functions also be weighted in terms of importance out of a total of 100%, contributing to the 80% contribution to KPAs. It is also necessary to allocate weightings amongst KPIs 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>                            |  |                |                         |      | 80%              |
| Municipal Transformation and Organisational Development |  | 60%            | KPI's                   | 100% |                  |
| Basic Service Delivery and Infrastructure Investment    |  | n.a.           | KPI's                   | n.a. |                  |
| Social and Local Economic Development                   |  | n.a.           | KPI's                   | n.a. |                  |
| Municipal Financial Viability and Management            |  | n.a.           | KPI's                   | n.a. |                  |
| Good Governance and Public Participation                |  | 40%            | KPI's                   | 100% |                  |
| Spatial and Environmental Management                    |  | n.a.           | KPI's                   | n.a. |                  |
| <b>Total</b>                                            |  | <b>100%</b>    |                         |      |                  |
| <b>Core Competency Requirements (CCRs)</b>              |  |                |                         |      | <b>20%</b>       |

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100%



## 6. 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. |

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## 7. PERFORMANCE ASSESSMENT PROCESS

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

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

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

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



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

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## 8. 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:                                                                                                                                                                                                                                                                                                                                                                                                         | Signed and accepted by the Employee:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| MBONGI PATRICIA NAKE                                                                                                                                                                                                                                                                                                                                                                                                                              | HENDRIK STEVEN MALDSE NGOPE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Signature:                                                                                                                                                                                                                                                                                                                                                   | Signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| DATE: 2016/08/02                                                                                                                                                                                                                                                                                                                                                                                                                                  | DATE: 2016/08/02                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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## ANNEXURE A1 - CORE MANAGERIAL COMPETENCIES DETAILS

The details pertaining to the Core Managerial Competencies follows:

| Core Managerial Competencies        | Proficiency Level                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | Basic 1-2                                                                                                                                                                                                                                                                                                                          | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Strategic Capability and Leadership | <ul style="list-style-type: none"> <li>Understands organisational and departmental strategic initiatives;</li> <li>Describes how specific tasks link to organisation's strategies;</li> <li>Aligns and prioritises own action plans to organisational strategies; and</li> <li>Demonstrates commitment through actions.</li> </ul> | <ul style="list-style-type: none"> <li>Gives direction to team in realising the organisation's strategic objectives;</li> <li>Impacts positively on team morale;</li> <li>Develops action plans to execute strategic initiatives;</li> <li>Assists in defining performance measures to evaluate the success of strategies;</li> <li>Identifies and communicates obstacles to executing specific strategies;</li> <li>Supports stakeholders in achieving their goals;</li> <li>Inspires staff with own behaviour - "walks the talk";</li> <li>Manages and takes calculated risks;</li> <li>Communicates strategic plan to the organisation; and</li> <li>Utilises strategic planning methods and tools.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluates all activities to determine value added and alignment with the organisation's strategic goals.</li> <li>Displays and contributes in-depth knowledge to strategic planning at the organisational level;</li> <li>Ensures alignment of strategies across various functional areas to the organisation strategy;</li> <li>Defines performance measures to evaluate the success of organisation's strategy;</li> <li>Monitors and reviews strategic plans consistently and takes corrective action;</li> <li>Promotes organisation's mission and vision to all relevant stakeholders;</li> <li>Empowers others to deal with complex and ambiguous situations;</li> <li>Achieves agreement or consensus in an adversarial environment;</li> <li>Guides the organisation through complexity and uncertainty of vision;</li> <li>Leads and unites diverse workgroups across divisions to achieve organisational objectives; and</li> <li>Develops and implements risk management.</li> </ul> |

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| Core Managerial Competencies     | Proficiency Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | Basic 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Programme and Project Management | <ul style="list-style-type: none"> <li>• Commences project after go-ahead from higher authority;• Understands procedures of project management, its implications and the importance of stakeholder involvement;• Understands the outcome of the project in relation to organisation's goals;• Displays basic project management skills;• Documents and communicates issues and risks associated with own work;• Uses results of other successfully completed projects as points of reference; and• Applies existing policies in own field of work.</li> </ul> | <ul style="list-style-type: none"> <li>• Establishes broad stakeholder involvement and communicates the project status and key milestones;• Defines roles and responsibilities for project team members and clearly communicates expectations;• Balances quality of work with deadlines and budget;• Identifies and manages risks to the project by assessing potential risks and building contingencies into project plan;• Uses computer software programmes to help manage project;• Sets and manages service level agreements with contractors;• Provides advice and guidance on policies; and• Complies with statutory requirements and apply policies consistently.</li> </ul> | <ul style="list-style-type: none"> <li>• Manages multiple projects and balances priorities;• Manages risks across multiple projects;• Modifies project approach and budget without compromising the quality of outcomes and the desired results;• Involves top-level political authority and other relevant stakeholders in the buying process;• Keeps abreast and applies international trends in project management;• Motivates and coaches project teams to achieve highest project results; and• Monitors policy implementation and puts in place procedures to manage risks.</li> </ul> |

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| Core Managerial Competencies | Proficiency Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                              | Basic 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Financial Management         | <ul style="list-style-type: none"> <li>• Articulates basic financial concepts and techniques as they relate to organisational/departamental processes and tasks (e.g. performance budgeting and value for money);</li> <li>• Displays awareness of the different sources of financial data, reporting mechanisms and financial processes and systems;</li> <li>• Understands importance of financial accountability;</li> <li>• Understands the necessity for asset control;</li> <li>• Recognises key expenditure and financial accounting and reporting concepts;</li> <li>• Performs key financial management processes (expenditure, accounting and reporting) with guidance/direction;</li> <li>• Tracks and measures actual expenditure against budget; and</li> <li>• Understands the role of an audit function.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate;</li> <li>• Assesses, manages and monitors financial risks;</li> <li>• Prepares financial reports based on prescribed format;</li> <li>• Understands and weighs up financial implications of propositions;</li> <li>• Controls assets according to prescribed policies and procedures;</li> <li>• Understands, analyses and monitors financial reports;</li> <li>• Allocates resources to established goals and objectives;</li> <li>• Manages expenditure in relation to cash flow projections;</li> <li>• Ensures effective utilisation of financial resources;</li> <li>• Develops corrective measures/actions to ensure alignment of budget to financial resources;</li> <li>• Prepares and manages own budget in line with the strategic objectives of the organisation; and</li> </ul> | <ul style="list-style-type: none"> <li>• Takes ownership of key planning, budgeting and forecasting processes and answers questions related to topics within own responsibility;</li> <li>• Manages financial planning, forecasting and reporting processes;</li> <li>• Prepares budgets that are aligned to the strategic objectives of the organisation\department;</li> <li>• Addresses complex budgeting and financial management issues;</li> <li>• Formulates long term financial plans and resource allocations;</li> <li>• Develops and implements systems, procedures and processes in order to improve financial management;</li> <li>• Advises on policies and procedures regarding asset control;</li> <li>• Dynamically allocates resources according to internal and external objectives (broader government objectives);</li> <li>• Develops expenditure Key Performance Indicators (KPIs);</li> <li>• Succeeds in achieving maximum results with limited resources;</li> <li>• Assists others with financial accounting\reporting tasks;</li> <li>• Coaches and teaches others on key financial concepts; and</li> <li>• Analyses projections in reports.</li> </ul> |

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MP



| Core Managerial Competencies | Proficiency Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                              | Basic 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Change Management            | <ul style="list-style-type: none"> <li>Communicates status, benefits and issues relating to change;• Identifies gaps between the current and the desired situation and reasons for resistance to change;• Accepts and successfully performs a supporting role in the change effort;• Identifies the need for change;• Participates in change programmes and piloting of change initiatives; and• Understands the impact of change initiatives on the organisation within the broader political and social context.</li> </ul> | <ul style="list-style-type: none"> <li>Performs analysis to determine the impact of changes in the social, political and economic environment;• Initiates, supports and encourages new ideas;• Volunteers to lead change efforts outside of own work team;• Consults and persuades all the relevant stakeholders of the need for change;• Proactively seeks new opportunities for change;• Identifies and assists in resolving resistance to change with stakeholders; and• Designs activities to enable change that are aligned to the organisational objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Monitors results of change;• Secures buy-in and sponsorship for change efforts;• Designs, develops, evaluates and continuously improves the overall change strategy;• Customises and applies approaches to facilitate change;• Capitalises on relationships with various stakeholders in establishing strategic alliances in facilitating change efforts;• Leads major change programmes;• Benchmarks change initiatives and strategies against best practice;• Exhibits sensitivity to dynamics within the organisation which affect how quickly change is accepted;• Takes calculated risks and is constantly seeking new ideas from leading edge organisations and external sources;• Defines outcomes and measurement criteria for change programmes; and• Creates innovative ways of reinforcing change, rewarding change acceptance and discouraging change resistance.</li> </ul> |

15/11/17

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| Core Managerial Competencies | Proficiency Level                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                              | Basic 1-2                                                                                                                                                                                                                                                                                                                                 | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Knowledge Management         | <ul style="list-style-type: none"> <li>• Collects, categorises and tracks relevant information required for specific tasks and projects; • Analyses and interprets information to draw conclusions; • Seeks new sources of information to increase own knowledge base; and • Shares information and knowledge with co-workers.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses appropriate information systems to manage organisational knowledge; • Uses modern technology to stay abreast of world trends and information; • Evaluates information from multiple sources and uses information to influence decisions; • Creates mechanisms and structures for sharing of knowledge in the organisation; • Uses libraries, researchers, knowledge specialists and other knowledge bases appropriately to improve organisational efficiency; • Promotes the importance of knowledge sharing within own area; • Adapts and integrates information from multiple sources to create innovative knowledge management solutions; and • Nurtures a knowledge-enabling environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Anticipates future knowledge management requirements and systems; • Develops standards and processes to meet future knowledge management requirements; • Shares and promotes best practices across the organisation; • Coaches others on knowledge management techniques; • Monitors and measures knowledge management capability in organisation; • Creates a culture of a learning organisation; and • Holds motivational sessions with colleagues to share information and new ideas.</li> </ul> |

MSV

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| Core Managerial Competencies | Proficiency Level                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                              | Basic 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Service Delivery Innovation  | <ul style="list-style-type: none"> <li>• Recommends new ways of performing tasks within own function;</li> <li>• Identifies and seeks potential sources of new ideas and approaches to enhance service delivery;</li> <li>• Proposes simple remedial solutions to simple service delivery orientated problems; and</li> <li>• Listens to the ideas and perspectives of others and explores opportunities to enhance these ideas.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Consults clients and stakeholders on ways to improve the delivery of services;</li> <li>• Communicates the benefits of service delivery improvement opportunities to stakeholders;</li> <li>• Identifies internal process improvement opportunities;</li> <li>• Identifies and analyses opportunities where innovative ideas can lead to improved service delivery;</li> <li>• Creates mechanisms to encourage innovation and creativity within functional area and across the organisation; and</li> <li>• Implements innovative service delivery options in own department/organisation.</li> </ul> | <ul style="list-style-type: none"> <li>• Formulates and implements new ideas throughout the organisation;</li> <li>• Ensures buy-in from key stakeholders;</li> <li>• Consults and utilises international best practices on Service Delivery Innovation;</li> <li>• Aligns the Service Delivery Innovation initiatives with the latest technology;</li> <li>• Researches needs of clients;</li> <li>• Coaches others on innovation techniques; and</li> <li>• Inspires service providers to improve delivery of services.</li> </ul>                                                            |
| Problem Solving and Analysis | <ul style="list-style-type: none"> <li>• Understands the basic steps in problem solving and analysis and solves basic problems using organisation guidelines;</li> <li>• Identifies when to solve problems independently and when to consult others for resolution beyond own authority;</li> <li>• Participates actively and constructively in problem solving discussions; and</li> <li>• Identifies and documents issues associated with problems.</li> </ul> | <ul style="list-style-type: none"> <li>• Explains potential impact of problems to own working environment;</li> <li>• Demonstrates logical problem solving approach and provides rationale for proposed solutions;</li> <li>• Determines root causes of problems;</li> <li>• Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; and</li> <li>• Demonstrates the ability to break down complex problems into manageable parts and identify solutions.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• Coaches others on the analytical techniques and problem solving methods;</li> <li>• Anticipates organisational problems and strategies to counteract potential impact;</li> <li>• Involves the appropriate people, to resolve complex, inter-departmental problems;</li> <li>• Generates various solutions/ options and contingency plans for problems;</li> <li>• Identifies the impact of solutions on multiple areas within the organisation; and</li> <li>• Develops contingency measures and explores various problem solving options.</li> </ul> |

WASH

WASH



| Core Managerial Competencies      | Proficiency Level                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                   | Basic 1-2                                                                                                                                                                                                                                                                                                                                                              | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| People Management and Empowerment | <ul style="list-style-type: none"> <li>• Participates in team goal setting and problem solving;• Interacts and collaborates with diverse groups of people;• Understands team strengths, weaknesses and preferences; and• Is aware of the appropriate steps and guidelines for employee development and feedback, but not yet fully able to implement these.</li> </ul> | <ul style="list-style-type: none"> <li>• Seeks opportunities to increase personal contribution and level of responsibility;• Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches;• Delegates and empowers others to increase contribution and level of responsibility;• Applies labour and employment legislation and regulations consistently;• Facilitates team goal setting and problem solving;• Recognises differences between individuals, cultures and teams and provides developmental feedback in accordance with performance management principles;• Adheres to internal and national standards with regards to human resource practices;• Identifies competencies required and suitable resources for specific tasks;• Displays personal interest in the well-being of colleagues;• Able to manage own time as well as time of colleagues and other stakeholders; and• Manages conflict through a participatory approach.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyses ineffective team and work processes and recommends improvement;• Recognises and rewards desired behaviours and results;• Mentors and counsels others;• Addresses balance between individual career expectations and organisational needs;• Considers developmental needs of personnel when building teams and assigning tasks;• Establishes an environment in which personnel can maximise their potential;• Guides others on managing people;• Inspires a culture of performance excellence by giving positive and constructive feedback to the team;• Creates links among various individuals, cultures and teams and instill a common sense of identity towards the achievement of goals;• Shares knowledge of the big picture to help others understand their role; and• Creates a culture of continuous learning and development.</li> </ul> |

HSVT

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| Core Managerial Competencies          | Proficiency Level                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                       | Basic 1-2                                                                                                                                                                                                                                                                                                                                                                                            | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Client Orientation and Customer Focus | <ul style="list-style-type: none"> <li>• Acknowledges customers rights;</li> <li>• Applies customer knowledge to improve own organisation or department;</li> <li>• Maintains good relationship with customers and understands their priorities; and</li> <li>• Redirects queries to the most appropriate person/ solution provider and follows through to ensure customer needs are met.</li> </ul> | <ul style="list-style-type: none"> <li>• Develops clear and implementable service delivery improvement programmes;</li> <li>• Identifies opportunities to exceed the expectations of customers;</li> <li>• Designs internal work processes to improve customer service;</li> <li>• Adds value to the organisation by providing exemplary customer service; and</li> <li>• Applies customer rights in own work environment.</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Coaches others about the importance and application of customer and client knowledge;</li> <li>• Fosters an environment in which customer satisfaction is valued and delivered;</li> <li>• Addresses and resolves high-risk, high profile stakeholder issues; and</li> <li>• Takes advantage of opportunities to learn about stakeholders and brings this information to own functional area.</li> </ul>                                                                        |
| Communication                         | <ul style="list-style-type: none"> <li>• Shows understanding for communication tools appropriate for the audience but needs assistance in utilising them;</li> <li>• Expresses ideas in a clear and coherent manner but not always taking into account the needs of the audience; and</li> <li>• Assimilates information reasonably well.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Expresses ideas to individuals and groups both in formal and informal settings;</li> <li>• Receptive to alternative viewpoints;</li> <li>• Adapts communication content and style according to the audience;</li> <li>• Delivers messages in a manner that gains support, commitment and agreement;</li> <li>• Compiles documents on complex matters that are clear, concise and well structured;</li> <li>• Communicates controversial sensitive messages to stakeholders tactfully;</li> <li>• Listens well and is receptive; and</li> <li>• Encourages participation and mutual understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• Communicates high risk sensitive matters to all relevant stakeholders;</li> <li>• Develops well defined communication strategy;</li> <li>• Balances political views with organisational needs;</li> <li>• Steers negotiations around complex issues and arrive at a win/win situation;</li> <li>• Markets and promotes the organisation to external stakeholders; and</li> <li>• Communicates with the media without compromising the integrity of the organisation.</li> </ul> |

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| Core Managerial Competencies | Proficiency Level                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                              | Basic 1-2                                                                                                                                                               | Competent 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Advance - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Honesty and Integrity        | <ul style="list-style-type: none"> <li>Follows through on commitments under supervision; and</li> <li>Follows the rules and regulations of the organisation.</li> </ul> | <ul style="list-style-type: none"> <li>Conducts self in accordance with organisational values;</li> <li>Reports fraud, corruption, nepotism and maladministration;</li> <li>Honours the confidentiality of matters;</li> <li>Deals promptly, where conflict of interest arises;</li> <li>Establishes trust and shows confidence in others;</li> <li>Treats all employees with equal respect;</li> <li>Takes responsibility for own actions;</li> <li>Undertakes roles and responsibilities</li> <li>Shares information openly, whilst respecting the principle of confidentiality.</li> </ul> | <ul style="list-style-type: none"> <li>Develops and applies self-corrective measures;</li> <li>Makes proposals;</li> <li>Promotes transparent and accountable administration;</li> <li>Acts decisively against corrupt and dishonest conduct;</li> <li>Promotes the values and beliefs of the organisation internally and externally;</li> <li>Co-operates with others and works as a team; and</li> <li>Oversees the acceptance of responsibility and accountability in the organisation</li> </ul> |

HSM

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