

Performance Plan

197/256

Director: Community Services




The Performance Plan sets out:

- a) Key Performance Areas that the employee should focus on, performance objectives, key performance indicators and targets that must be met within a specific timeframe; and
- b) The Competencies required from employees prescribed in the Regulations on the appointment and conditions of employment of senior managers, R21 of 2014.



KEY PERFORMANCE INDICATORS

The key performance areas, the performance objectives, key performance indicators and targets that must be met within the agreed timeframe are described below. The assessment of these performance indicators will account for eighty percent of the total employee assessment score.

| Ref No | National KPA | Key Performance Indicator (KPI) | Unit of Measurement | Baseline | Portfolio of evidence | Targets | | | | Weight |
|--------------|------------------------|---|--|----------|--------------------------|---------|-----|-----|-----|--------|
| | | | | | | Q1 | Q2 | Q3 | Q4 | |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Area management - Gansbaai | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | Updated SDBIP and report | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Area management - Hangklip / Kleinmond | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | Updated SDBIP and report | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Area management - Hermanus | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | Updated SDBIP and report | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Operational management - Gansbaai | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | Updated SDBIP and report | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Operational management - Hangklip / Kleinmond | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | Updated SDBIP and report | 90% | 90% | 90% | 90% | 3 |

| Ref No | National KPA | Key Performance Indicator (KPI) | Unit of Measurement | Baseline | Targets | | | | Weight |
|--------------|--|---|--|----------|---------|-----|-----|-----|--------|
| | | | | | Q1 | Q2 | Q3 | Q4 | |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Operational management - Hermanus | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Operational management - Stanford | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Deputy area manager - Hermanus | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Deputy area manager - Stanford | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Housing administration | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | 90% | 90% | 90% | 90% | 3 |
| SDBIP Graphs | Basic Service Delivery | Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Sports and recreation | 90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report | N/A | 90% | 90% | 90% | 90% | 3 |
| TL1 | Municipal Financial Viability and Management | 98% of the operational conditional grant (Libraries, CDW) spent (Actual expenditure divided by the total grant) | % of total conditional operational grants spent (Libraries, CDW) | 100.45 | 20% | 50% | 75% | 98% | 6 |

| Ref No | National KPA | Key Performance Indicator (KPI) | Unit of Measurement | Baseline | Portfolio of evidence | Targets | | | | Weight |
|--------|--|--|---|-----------------------|---|---------|--------|--------|---------|--------|
| | | | | | | Q1 | Q2 | Q3 | Q4 | |
| TL2 | Basic Service Delivery | m ² of roads patched and resealed according to approved Paveman Management System within available budget | m ² of roads patched and resealed | 163240 m ² | Consultant resealed statistical report | 0 | 15,000 | 65,000 | 100,000 | 3 |
| TL5 | Basic Service Delivery | Limit unaccounted water to less than 20% {(Number of kilolitre water purified - Number of kilolitre water sold)/Number of kilolitre sold x 100} | % of water unaccounted for | 19.33% | Annual Financial Statements | 0% | 0% | 0% | 20% | 2 |
| TL6 | Good Governance and Public Participation | Ward committee meetings held to facilitate consistent and regular communication with residents | Number of ward committee meetings per ward per annum | 9 | Minutes of the ward committee meetings held | 1 | 2 | 2 | 3 | 8 |
| D226 | Municipal Financial Viability and Management | Apply proper procurement practices with the adherence to the approved SCM policy to promote good governance and to be effective in delivering services | Planning schedules for procuring timeframes for the financial year submitted by end-August and end June | 1 | SCM records | 1 | 0 | 0 | 1 | 2 |
| D227 | Good Governance and Public Participation | Departmental Annual Report prepared and submitted by the end of July | Report submitted by July | 1 | Copy of annual report inputs submitted | 1 | 0 | 0 | 0 | 5 |
| D228 | Good Governance and Public Participation | Implement internal audit queries, where applicable, within the agreed upon timeframe (Actual queries implemented divided by queries received) | % of queries rectified | 80 | Feedback submitted to Manager: Internal Audit | 80% | 80% | 80% | 80% | 2 |

| Ref No | National KPA | Key Performance Indicator (KPI) | Unit of Measurement | Baseline | Portfolio of evidence | Targets | | | | Weight |
|--------|--|--|---|----------|--------------------------------|---------|-----|-----|-----|--------|
| | | | | | | Q1 | Q2 | Q3 | Q4 | |
| D229 | Good Governance and Public Participation | Monthly SDBIP reporting to the MM on or before the indicated closure date of the SDBIP | Number of months reported | 12 | Monthly reports | 3 | 3 | 3 | 3 | 4 |
| D230 | Good Governance and Public Participation | Implement Council resolutions within the required timeframes (Actual resolutions implemented divided by resolutions assigned to the directorate) | % of Council resolutions implemented | 95 | Council resolution register | 95% | 95% | 95% | 95% | 3 |
| D231 | Good Governance and Public Participation | Report quarterly to the MM on corrective measures implemented to reduce risk areas | Number of risk management reports submitted | 4 | Copies of reports submitted | 1 | 1 | 1 | 1 | 4 |
| D232 | Good Governance and Public Participation | Verify correctness of the quarterly report on the performance of all contracts for service providers in terms of the Municipal Systems Act and submit to SCM | Number of reports verified | 4 | Reports verified | 1 | 1 | 1 | 1 | 3 |
| D234 | Basic Service Delivery | 98% of the total approved operational budget spent, excluding capital charges and depreciation | % of the operational budget spent | 96.74% | Expenditure report from SAMRAS | 5% | 25% | 55% | 98% | 5 |
| 80 | | | | | | | | | | |

COMPETENCIES

The competencies required from employees prescribed in the Regulations on the appointment and conditions of employment of senior managers, R21 of 2014. The assessment of these competencies will account for **twenty percent** of the total employee assessment score.

Annexure B describes the different achievement levels for each Competency and should therefore form part of this section of the Performance Plan.

| Competency | Definition | Weight |
|------------------------------------|---|--------|
| LEADING COPEENCIES | | |
| Strategic direction and leadership | <p>Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate. It includes:</p> <ul style="list-style-type: none"> • Impact and influence • Institutional performance management • Strategic planning and management • Organisational awareness | 1.67 |
| People management | <p>Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives. It includes:</p> <ul style="list-style-type: none"> • Human capital planning and development • Diversity management • Employee relations management • Negotiation and dispute management | 1.67 |
| Programme and project management | <p>Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives. It includes:</p> <ul style="list-style-type: none"> • Program and project planning and implementation • Service delivery management • Program and project monitoring and evaluation | 1.67 |
| Financial management | <p>Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner. It includes:</p> <ul style="list-style-type: none"> • Budget planning and execution • Financial strategy and delivery • Financial reporting and delivery | 1.67 |

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| Competency | Definition | Weight |
|--------------------------------------|--|--------|
| Change leadership | <p>Able to direct and initiate transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community. It includes:</p> <ul style="list-style-type: none"> • Change vision and strategy • Process design and improvement • Change impact monitoring and evaluation | 1.67 |
| Governance leadership | <p>Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships. It includes:</p> <ul style="list-style-type: none"> • Policy formulation • Risk and compliance management • Cooperative governance | 1.67 |
| CORE COMPETENCIES | | |
| Moral competence | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and display behaviour that reflects moral competence. | 1.67 |
| Planning and organising | Able to plan, prioritise and organise information and resources effectively to ensure the quality of service delivery and build efficient contingency plans to manage risk. | 1.67 |
| Analysis and innovation | Able to critically analyse information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives. | 1.67 |
| Knowledge and information management | Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government | 1.67 |
| Communication | Able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcome. | 1.67 |
| Results and quality focus | Able to maintain high quality standards, focus on achieving results and objectives while consistency striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives. | 1.67 |
| TOTAL | | 20 |

Competency Framework

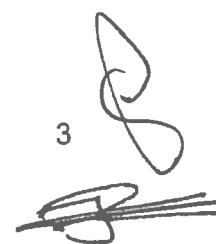


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| Cluster | Leading Competencies | | |
|---|---|--|--|
| Competency Name | Strategic Direction and Leadership | | |
| Competency Definition | Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic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



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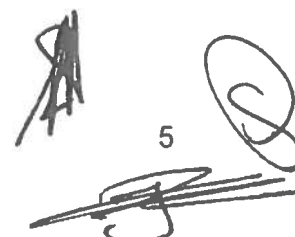


| Cluster | Leading Competencies | | |
|---|--|---|---|
| Competency Name | People Management | | |
| Competency Definition | Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives | | |
| ACHIEVEMENT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



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



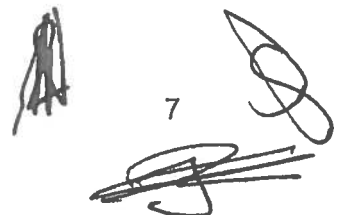
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| Cluster | Leading Competencies | | | |
|--|--|--|--|--|
| Competency Name | Financial Management | | | |
| Competency Definition | Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement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



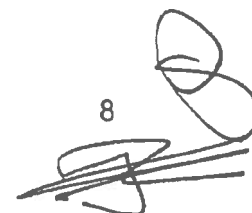
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| Cluster | Leading Competencies | | |
|--|--|--|--|
| Competency Name | Change Leadership | | |
| Competency Definition | Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives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



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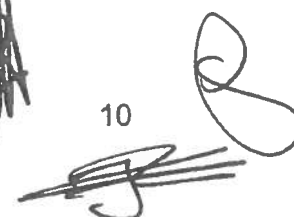
| Cluster | | Leading Competencies | |
|---|--|--|--|
| Competency Name | | Governance Leadership | |
| Competency Definition | | Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations.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

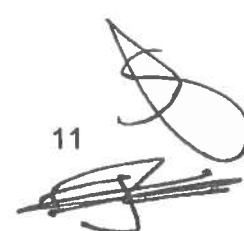
| Cluster | Core Competencies | | |
|---|--|---|---|
| Competency Name | Moral Competence | | |
| Competency Definition | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence | | |
| ACHIEVEMENT LEVELS |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

9

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

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

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

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

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