

**5. SIGNED PERFORMANCE AGREEMENTS OF THE MUNICIPAL MANAGER AND SECTION 56 (DIRECTORS) APPOINTEES FOR 2022/23**

2/12/1

RG Louw

Senior Manager: Strategic Services

11 July 2022

(028) 313 8071

**1. Executive Summary**

The purpose of this report is for Council to note the signed performance agreements of the Municipal Manager and Section 56 (Directors) appointees for the 2022/23 financial year.

**2. Service Delivery and Budget Implementation Plan - IGNITE**

*Management Services*

*Strategic Services*

**3. Compliance with Strategic Priority**

Provision of democratic, accountable and ethical governance

**4. Delegated Authority**

None

**5. Legal Requirements**

Section 53(3)(b) of the Local Government: Municipal Finance Management Act, 2003 (56 of 2003) [MFMA]

**6. Background**

Section 53 (3)(b) of the Local Government: Municipal Finance Management Act, 2003 states

*“ The Mayor must ensure-*

*(b) that the performance agreements of the municipal manager, senior managers and any other categories of officials as may be prescribed, are made public no later than 14 days after the approval of the municipality’s service delivery and budget implementation plan. Copies of such performance agreements must be submitted to the council and the MEC for local government in the province.”*

The said signed performance agreements are attached as Annexure A for Council notification.

**7. Financial Implications**

The documents were compiled in-house by our own staff.

**8. Staff Implications**

Internal Staff

**9. Comments from other Departments, Divisions and Administrations**

The Municipal Manager and respective Section 56 (Directors) appointees were involved in the drafting and subsequent signing of their performance agreements.

**10. Annexures**

Annexure A: Signed performance agreements of the Municipal Manager and Section 56 (Directors) appointees for 2022/23

**RECOMMENDATION TO THE COUNCIL:**

that the signed performance agreements of the Municipal Manager and Section 56 (Directors) appointees for 2022/23 **be noted**.

**RESPONSIBLE OFFICIAL :**

**RG LOUW**

**TARGET DATE FOR IMPLEMENTATION :**

**27 JULY 2022**

**OVERSTRAND MUNICIPALITY****Performance Agreement  
for the period****1 July 2022 – 31 October 2022****MUNICIPAL MANAGER**

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## Performance Agreement 2022/23

Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dr Annelie Rabie, the Executive Mayor (*herein and after referred as Employer*)

and

Dean O'Neill, the Municipal Manager (*herein and after referred as Employee*) for the period 1 July 2022 to 31 October 2022

Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Municipal Manager appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

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## Performance Agreement 2022/23

- 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
- 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
- 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
- 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

**5. PERFORMANCE MANAGEMENT SYSTEM**

- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the employees and service providers to perform to the standards required;
- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;
- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance

4  
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## Performance Agreement 2022/23

- 6.1.2 The intervals for the evaluation of the Employee's performance.
- 6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;
- 6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan (IDP) as described in 6.6 – 6.13 below;
- 6.5 The Employee will submit quarterly performance reports (SDBIP) and a comprehensive annual performance report at the fourth evaluation at least one week prior to the performance assessment meetings to the Evaluation Panel Chairperson for distribution to the panel members for preparation purposes;
- 6.6 Assessment of the achievement of results as outlined in the performance plan:
- 6.6.1 Each KPI or group of KPIs shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI;
- 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
- 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
- 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
- 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:
- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360-degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;

6  
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## Performance Agreement 2022/23

- 6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee;
- 6.11.4 The Member of the Mayoral Committee; and
- 6.11.5 A member of the community.
- 6.12 The Executive Mayor will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and
- 6.13 The Executive Mayor will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

**7. SCHEDULE FOR PERFORMANCE REVIEWS**

- 7.1 The performance of the Employee in relation to his performance agreement shall be reviewed on the following dates:

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October - December	-
3	January - March	-
4	April - June	-

\* Note- Employee contract expires at the end of October 2022.

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

**8. DEVELOPMENTAL REQUIREMENTS**

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

9  
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Performance Agreement 2022/23

- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the MEC for local government in the province within 30 (thirty) business days of receipt of a formal dispute from the Employee or any other person appointed by the MEC; and
- 13.4 In the event that the mediation process contemplated above fails, the relevant clause of the Contract of Employment shall apply.

14. GENERAL

- 14.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer; and
- 14.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

Thus, done and signed at HERMANUS on the 30<sup>th</sup> day June of 2022.

AS WITNESSES:

- 1. *Aptain*
- 2. *S. Panelli's*

*Deon Ober*  
MUNICIPAL MANAGER

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Performance Agreement 2022/23

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Thus, done and signed at Hermanus on the 3<sup>rd</sup> day June of 2022.

**AS WITNESSES:**

1. Abetain

[Signature]

EXECUTIVE MAYOR

2. Sparrellis

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## Performance Plan

Municipal Manager

ENB *SP*

**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.

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**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	Good Governance & Public Participation	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Internal Audit	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	80%	Updated SDBIP and report	90%	0	0	0	5
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Risk Management	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	100%	Updated SDBIP and report	90%	0	0	0	5
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the Infrastructure and Planning Directorate	90% of the KPI's of the Directorate have been met	91%	Updated SDBIP and report	90%	0	0	0	8
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the Management Services Directorate	90% of the KPI's of the Directorate have been met	94%	Updated SDBIP and report	90%	0	0	0	8
SDBIP Graphs	Local Economic Development	Effective Management and supervision of the Economic Development Directorate	90% of the KPI's of the Directorate have been met	71%	Updated SDBIP and report	90%	0	0	0	8
SDBIP Graphs	Municipal Financial Management and Viability	Effective Management and supervision of the Finance Directorate	90% of the KPI's of the Directorate have been met	92%	Updated SDBIP and report	90%	0	0	0	8
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the Protection Services Directorate	90% of the KPI's of the Directorate have been met	75%	Updated SDBIP and report	90%	0	0	0	8

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 Community Services Directorate	90% of the KPI's of the Directorate have been met	82%	Updated SDBIP and report	90%	0	0	0	8
TL7	Good Governance and Public Participation	Submit 1 progress report on the revision of the top 10 risks as a corrective action to the Top Management Team	Number of progress reports submitted	4	TMT minutes where item served	1	-	-	-	2
TL 33	Basic Service Delivery	Percentage of a municipality's capital budget actually spent on capital projects identified for 2022/23 in terms of the municipality's IDP {(Actual amount spent on projects as identified for the year in the IDP/Total amount budgeted on capital projects)X100} (MPPMR Reg. 10 (c))	% of the capital budget spent	90.97%	Expenditure report from SAMRAS	5%	20%	55%	95%	5
TL39	Municipal Transformation and Institutional Development	Sign section 56 performance agreements with all directors by the end of July 2022	Number of agreements signed	6	Cover page and signature section of the performance agreements	6	-	-	-	2

2022/23  
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Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL40	Good Governance and Public Participation	Monitor the implementation of the action plan developed to address all the issues raised in the management letter of the Auditor General and submit 1 progress report to Executive Mayor	Number of progress reports monitored and submitted to Executive Mayor	7	Copy of e-mail and report submitted to the Executive Mayor by the Municipal Manager	1	0	0	0	2
TL 41	Municipal Transformation and Institutional Development	1 <sup>st</sup> annual formal performance appraisals of the section 56 appointees for the previous financial period April to June 2022 to be completed by Sept 2022	Number of appraisals	12	Attendance register	6	0	0	0	2
TL 42	Good Governance and Public Participation	Draft the annual report and submit to the Auditor-General by the end of August 2022	Draft Annual report submitted	1	Confirmation of receipt of the report	1	0	0	0	2
Dept. SDBIP	Municipal Transformation and Institutional Development	Municipal Manager compile and approve all direct staffs (excluding Directors) performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	2
Dept. SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non-statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator	% responded to within 14 days	New kpi	Collaborator report	90%	0	0	0	5

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
		report - POE- not on calendar month, but from 15th of previous month to 14th of the current reporting period)								80

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## 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
<b>LEADING COMPETENCIES</b>		
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"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	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"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	1.67
Programme and project management	<p>Able to understand programme 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"> <li>• Programme and project planning and implementation</li> <li>• Service delivery management</li> <li>• Programme and project monitoring and evaluation</li> </ul>	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"> <li>• Budget planning and execution</li> <li>• Financial strategy and delivery</li> </ul>	1.67

Competency	Definition	Weight
Change leadership	<ul style="list-style-type: none"> <li>Financial reporting and delivery</li> </ul> <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"> <li>Change vision and strategy</li> <li>Process design and improvement</li> <li>Change impact monitoring and evaluation</li> </ul>	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"> <li>Policy formulation</li> <li>Risk and compliance management</li> <li>Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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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## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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



## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Personal Development Plan

Municipal Manager

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*Handwritten initials/signature*

Annexure C 2022/23

Skills Performance Gap	Outcomes Expected	Suggested training and /or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1. Continues Learning	Completion of PhD dissertation	N/A	N/A	31/10/2022	-	Mayor Dir. Tomison
2.						
3.						

Signed and accepted by the Employee

*Dean Osborne*

Date: 30/06/2022

Signed by the Executive Mayor on behalf of the Municipality



Date: 30 June 2022



**OVERSTRAND MUNICIPALITY**



**Performance Agreement  
for the financial year  
1 July 2022 – 30 June 2023**

**DIRECTOR: FINANCE**

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Performance Agreement 2022/23

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Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dean O'Neill, the Municipal Manager (*herein and after referred as Employer*)

and

Santie Reyneke Naude, the Director: Finance (*herein and after referred as Employee*) for the period 1 July 2022 to 30 June 2023

Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Director appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

## Performance Agreement 2022/23

**2. PURPOSE OF THIS AGREEMENT**

- 2.1 To comply with the provisions of Section 57(1)(b),(4B) and (5) of the Systems Act as well as the Contract of Employment entered into between the Parties;
- 2.2 To specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance targets and accountabilities;
- 2.3 To specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4 To monitor and measure performance against set targeted outputs and outcomes;
- 2.5 To establish a transparent and accountable working relationship;
- 2.6 To appropriately reward the employee in accordance with section 11 of this agreement; and
- 2.7 To give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining improved service delivery.



**3. COMMENCEMENT AND DURATION**

- 3.1 This Agreement will commence on 01 July 2022 and will remain in force until 30 June 2023 where-after a new Performance Agreement shall be concluded between the parties for the next financial year or any portion thereof;
- 3.2 The Parties will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason;
- 3.4 If at any time during the validity of the agreement the work environment alters to the extent that the contents of the agreement are no longer appropriate, the contents must by mutual agreement between the parties, immediately be revised; and
- 3.5 Any significant amendments or deviations must take cognizance of the requirements of sections 34 and 42 of the Municipal Systems Act and Regulation 4(5) of the Regulations.

**4. PERFORMANCE OBJECTIVES**

- 4.1 The Performance Plan (Annexure A) sets out –

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## Performance Agreement 2022/23

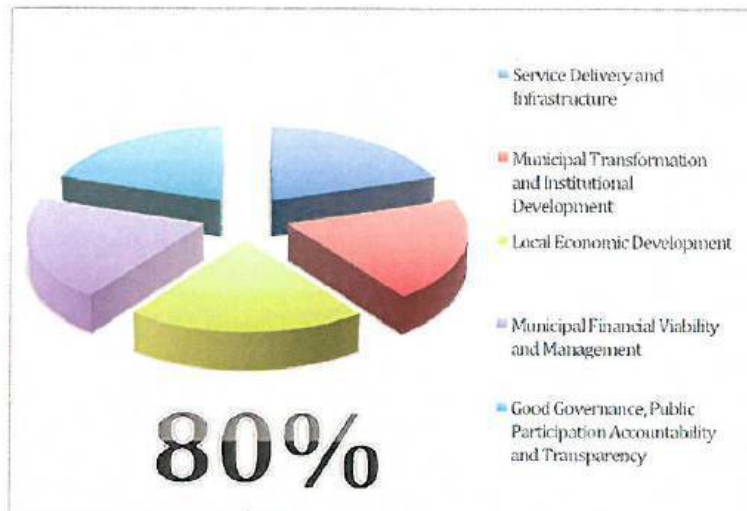
- 4.1.1 The performance objectives and targets that must be met by the Employee;
  - 4.1.2 The timeframes within which those performance objectives and targets must be met; and
  - 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
  - 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
  - 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
  - 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

**5. PERFORMANCE MANAGEMENT SYSTEM**

- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the employees and service providers to perform to the standards required;
- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;

## Performance Agreement 2022/23

- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance and Competencies both of which shall be contained in the Performance Agreement;
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan, which are linked to the KPAs, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee:



- 5.7 The Competencies will make up the other 20% of the Employee's assessment score. The Competencies are spilt into two groups, leading competencies (indicated in blue on the graph below) that drive strategic intent and direction and core competencies (indicated in green on the graph below), which drive the execution of the leading competencies.

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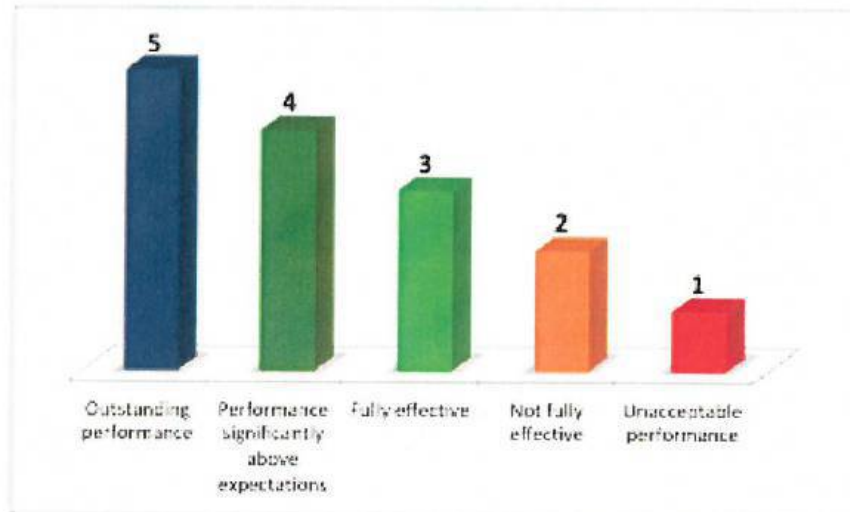


Performance Agreement 2022/23

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- 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
- 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
- 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
- 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:
- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360-degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;
- 6.7.2 A rating on the five-point scale described in 6.10 below shall be provided for each Competency which will then be multiplied by the weighting to calculate the final score; and
- 6.7.3 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.8 Overall rating
- 6.8.1 An overall rating is calculated by adding the overall scores as calculated in 6.6.5 and 6.7.3 above; and
- 6.8.2 Such overall rating represents the outcome of the performance appraisal.
- 6.9 The assessment of the performance of the Employee will be based on the following rating scale for KPIs:

Performance Agreement 2022/23



Terminology	Description
<b>Outstanding performance</b>	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.
<b>Performance significantly above expectations</b>	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.
<b>Fully effective</b>	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.
<b>Not fully effective</b>	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.
<b>Unacceptable performance</b>	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

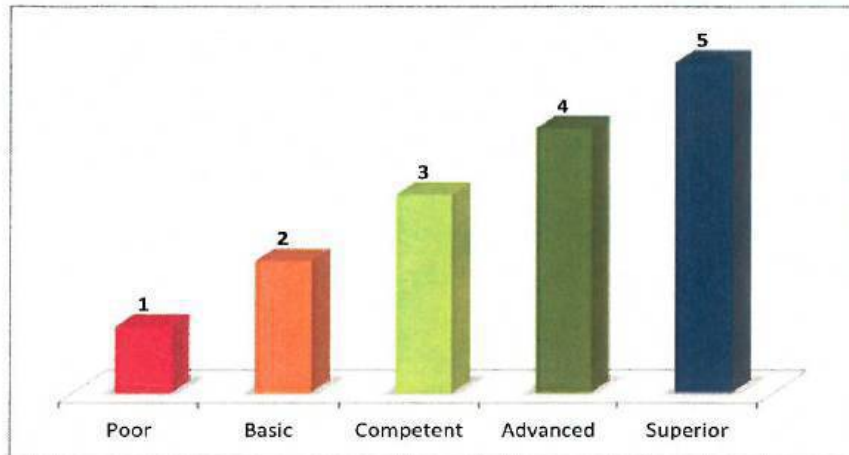
6.10 The assessment of the competencies will be based on the following rating scale:

8

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## Performance Agreement 2022/23



Achievement Level	Description
<b>Poor</b>	Do not apply the basic concepts and methods to proof a basic understanding of local government operations and requires extensive supervision and development interventions.
<b>Basic</b>	Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention.
<b>Competent</b>	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analysis.
<b>Advanced</b>	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analysis.
<b>Superior</b>	Has a comprehensive understanding of local government operations, critical in strategic shaping strategic direction and change, develops and applies comprehensive concepts and methods.

- 6.11 For purposes of evaluating the performance of the Employee for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established –
- 6.11.1 Municipal Manager;
  - 6.11.2 Municipal Manager from another municipality;
  - 6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee; and
  - 6.11.4 The Member of the Mayoral Committee (Portfolio Chairperson).
- 6.12 The Municipal Manager will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and
- 6.13 The Municipal Manager will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October - December	February 2023
3	January - March	April 2023 (informal)
4	April - June	September 2023

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 9. OBLIGATIONS OF THE EMPLOYER

- 9.1 The Employer shall-
- 9.1.1 Create an enabling environment to facilitate effective performance by the employee;
- 9.1.2 Provide access to skills development and capacity building opportunities;
- 9.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- 9.1.4 On the request of the Employee delegate such powers reasonably required by the Employee to enable him to meet

Performance Agreement 2022/23

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the performance objectives and targets established in terms of this Agreement; and

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

## 10. CONSULTATION

- 10.1 The Employer agrees to consult the Employee timeously where the exercising of its powers will have amongst others-
- 10.1.1 A direct effect on the performance of any of the Employee's functions;
- 10.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer; and
- 10.1.3 A substantial financial effect on the Employer.
- 10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 12.1 as soon as is practicable to enable the Employee to take any necessary action with delay.

## 11. REWARD

- 11.1 The evaluation of the Employee's performance will form the basis for acknowledging outstanding performance or correcting unacceptable performance;
- 11.2 It is recorded that by mutual agreement the Parties have decided that no performance bonus will be paid to the Employee as the Employee's total cost of employment package is deemed to be adequate.

## 12. MANAGEMENT OF EVALUATION OUTCOMES

- 12.1 Where the Employer is, any time during the Employee's employment, not satisfied with the Employee's performance with respect to any matter dealt with in this Agreement, the Employer will give notice to the Employee to attend a meeting;
- 12.2 The Employee will have the opportunity at the meeting to satisfy the Employer of the measures being taken to ensure that his performance becomes satisfactory and any programme, including any dates, for implementing these measures;
- 12.3 Where there is a dispute or difference as to the performance of the Employee under this Agreement, the Parties will confer with a view to resolving the dispute or difference; and

- 12.4 In the case of unacceptable performance, the Employer shall –
- 12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and
- 12.4.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

### 13. DISPUTE RESOLUTION

- 13.1 In the event that the Employee is dissatisfied with any decision or action of the Employer in terms of this Agreement, or where a dispute or difference arises as to the extent to which the Employee has achieved the performance objectives and targets established in terms of this Agreement, the Employee may within 3 (three) business days, meet with the Employer with a view to resolving the issue. The Employer will record the outcome of the meeting in writing;
- 13.2 If the Parties cannot resolve the issues within 10 (ten) business days, an independent arbitrator, acceptable to both parties, shall be appointed to resolve the matter within 30 (thirty) business days;
- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the Executive Mayor to mediate the issues within 30 (thirty) business days of receipt of a formal dispute from the Employee.
- 13.4 The decision of the Executive Mayor shall be final and binding on both parties; and
- 13.5 In the event that the mediation process contemplated above fails, the relevant clause of the Contract of Employment shall apply.

### 14. GENERAL

- 14.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer; and
- 14.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

Performance Agreement 2022/23

Thus, done and signed at HERMANUS on the 07<sup>th</sup> day July of ~~June~~ 2022.

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AS WITNESSES:

- 1. *Retains*
- 2. *Tjard*

*Janaki*  
MUNICIPAL MANAGER

Dir.: *Jeen* MM: *bo*

Performance Agreement 2022/23

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Thus, done and signed at HERMANUS on the 30th day June of 2022.

AS WITNESSES:

1. Boord
2. Netain

[Signature]  
DIRECTOR

2022/23  
Director:  
Finance

Annexure A

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## Performance Plan

**Director: Finance**



Annexure A

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**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.

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Annexure A

**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: Accounting services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	100%	Updated SDBIP and report	90%	90%	90%	90%	4
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Expenditure and asset management	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	89%	Updated SDBIP and report	90%	90%	90%	90%	4
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Revenue	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	100%	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: Deputy Director: Finance & SCM	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	100%	Updated SDBIP and report	90%	90%	90%	90%	3

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL13	Municipal Financial Viability and Management	Financial viability measured in terms of the available cash to cover fixed operating expenditure ((Available cash+ investments)/ Monthly fixed operating expenditure) (MPPMR Reg. 10 (g))	Ratio achieved	6.27	Section 71 reports	0	0	0	4.6	3
TL14	Municipal Financial Viability and Management	Financial viability measured in terms of the municipality's ability to meet its service debt obligations ((Total operating revenue-operating grants received)/debt service payments due within the year) (MPPMR Reg. 10 (g))	Ratio achieved	23.56%	Section 71 reports	0	0	0	16	3
TL15	Municipal Financial Viability and Management	Financial viability measured in terms of the outstanding service debtors (Total outstanding service debtors/ revenue received for services) (MPPMR Reg. 10 (g))	% achieved	11.37%	Section 71 reports	0%	0%	0%	11%	3
TL16	Municipal Financial Viability and Management	Financial statements submitted to the Auditor-General by end August 2022	Financial statements submitted	1	AFS submitted to the AG	1	0	0	0	3

2022/23  
Director:  
Finance

### Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL17	Municipal Financial Viability and Management	Submit a reviewed long term financial plan to the CFO by end October 2022	Reviewed long term financial plan submitted	1	Reviewed long term financial plan	0	1	0	0	4
TL 32	Basic Service Delivery	Provision of free basic electricity, refuse removal, sanitation and water in terms of the equitable share requirements (MPPMR Reg. 10 (b))	Number of indigent households	7278	Monthly summary from the indigent register	7300	7300	7300	7300	3
TL 37	Municipal Financial Viability and Management	Achieve a debt recovery rate not less than 98% (Receipts/total billed for the 12 month period x 100)	% Recovered	100.15%	Calculation of 12 month rolling average	98%	98%	98%	98%	3
Dept. SDBIP	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	Draft planning schedules for procuring timeframes for the financial year submitted by end February 2023	1	SCM records- Draft DMP	0	0	1	0	4
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Finance compile and approve all direct staffs performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	3

2022/23  
Director:  
Finance

### Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Finance conduct mid-year reviews of all direct staff by 30 January 2023 (2022/23 financial year)	% of mid-year reviews conducted	New kpi	IPMS System report	0	0	100%	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Finance conduct annual reviews of all direct staff by 30 August 2022 (for previous financial year - 2021/22)	% of annual reviews conducted	New kpi	IPMS System report	100%	0	0	0	3
Dept. SDBIP	Good Governance and Public Participation	Departmental Annual Report prepared and submitted by 12 August 2022	Report submitted by 12 August 2022	1	Copy of annual report inputs submitted	1	0	0	0	3
Dept. SDBIP	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	88.75%	Feedback submitted to Manager: Internal Audit	85%	85%	85%	85%	3
Dept. SDBIP	Good Governance and Public Participation	Implement Council resolutions within the required Council item target date (Actual resolutions implemented divided by resolutions assigned to the directorate)	% of Council resolutions implemented	99.58%	Template- Council resolution POE sheet	95%	95%	95%	95%	3
Dept. SDBIP	Good Governance and Public Participation	Quarterly review the report submitted by the Chief Risk Officer (CRO) on the corrective measures implemented to reduce risk	Number of risk action/risk management reports submitted	4	Quarterly Risk Action Report/Risk Management Report from the Chief Risk Officer (CRO)	1	1	1	1	4

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2022/23  
Director:  
Finance

## Annexure A

Ref No	National KPA	Key Performance Indicator (KPI) areas	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Municipal Financial Viability and Management	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	Copies of reports verified	1	1	1	1	4
Dept. SDBIP	Municipal Financial Viability and Management	Submit the Final MTREF Budget by the end of May 2023	Final Budget submitted	1	Agenda of the Council meeting	0	0	0	1	4
Dept SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non-statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator report - POE- not on calendar month, but from 15th of previous month to 14th of the current reporting period)	% responded to within 14 days	New kpi		90%	90%	90%	90%	3
Dept. SDBIP	Basic Service Delivery	98% of the total approved capital budget spent (Actual expenditure divided by the total approved capital budget)	% of the capital budget spent	100%	Expenditure report from SAMRAS	5	20	55	98	4

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2022/23  
Director:  
Finance

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Basic Service Delivery	95% of the total approved operational budget spent (Actual expenditure divided by the total approved operational budget)	% of the operational budget spent	91.64%	Expenditure report from SAMRAS	20	40	60	95	3
										80

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Annexure A

**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
<b>LEADING COMPETENCIES</b>		
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"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	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"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	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"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>	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"> <li>• Budget planning and execution</li> </ul>	1.67

Annexure A

Competency	Definition	Weight
	<ul style="list-style-type: none"> <li>Financial strategy and delivery</li> <li>Financial reporting and delivery</li> </ul>	
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"> <li>Change vision and strategy</li> <li>Process design and improvement</li> <li>Change impact monitoring and evaluation</li> </ul>	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"> <li>Policy formulation</li> <li>Risk and compliance management</li> <li>Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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.	1.63
	<b>TOTAL</b>	<b>20</b>

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## Competency Framework

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

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## Annexure B


2022/23

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

## Annexure B

2022/23




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


  
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## Annexure B

2022/23

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

## Annexure B

2022/23

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

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## Annexure B

2022/23

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

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## Annexure B

2022/23

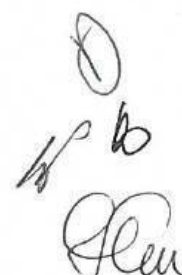
Cluster		Core Competencies	
Competency Name		Knowledge and Information Management	
Competency Definition		Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government	
ACHIEVEMENT LEVELS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

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## Annexure B

2022/23

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


  
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## Annexure B

2022/23

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

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## Personal Development Plan

Director: Finance

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Annexure C 2022/23

Skills Performance Gap	Outcomes Expected	Suggested training and /or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1.						
2.						
3.						

Signed and accepted by the Employee


*Seerat Kaur*



Date:

30/06/2022

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Signed by the Municipal Manager on behalf of the Municipality

  
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Date: 07/07/2022  
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**OVERSTRAND MUNICIPALITY**



**Performance Agreement  
for the financial year  
1 July 2022 – 30 June 2023**

**DIRECTOR: COMMUNITY SERVICES**

*[Handwritten signature]*

## Performance Agreement 2022/23

Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dean O'Neill, the Municipal Manager  
(*herein and after referred as Employer*)

and

Roderick Williams, the Director: Community Services (*herein and after referred as Employee*) for the period 1 July 2022 to 30 June 2023

Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Director appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

**2. PURPOSE OF THIS AGREEMENT**

- 2.1 To comply with the provisions of Section 57(1)(b),(4B) and (5) of the Systems Act as well as the Contract of Employment entered into between the Parties;
- 2.2 To specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance targets and accountabilities;
- 2.3 To specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4 To monitor and measure performance against set targeted outputs and outcomes;
- 2.5 To establish a transparent and accountable working relationship;
- 2.6 To appropriately reward the employee in accordance with section 11 of this agreement; and
- 2.7 To give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining improved service delivery.

**3. COMMENCEMENT AND DURATION**

- 3.1 This Agreement will commence on 01 July 2022 and will remain in force until 30 June 2023 where-after a new Performance Agreement shall be concluded between the parties for the next financial year or any portion thereof;
- 3.2 The Parties will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason;
- 3.4 If at any time during the validity of the agreement the work environment alters to the extent that the contents of the agreement are no longer appropriate, the contents must by mutual agreement between the parties, immediately be revised; and
- 3.5 Any significant amendments or deviations must take cognizance of the requirements of sections 34 and 42 of the Municipal Systems Act and Regulation 4(5) of the Regulations.

#### 4. PERFORMANCE OBJECTIVES

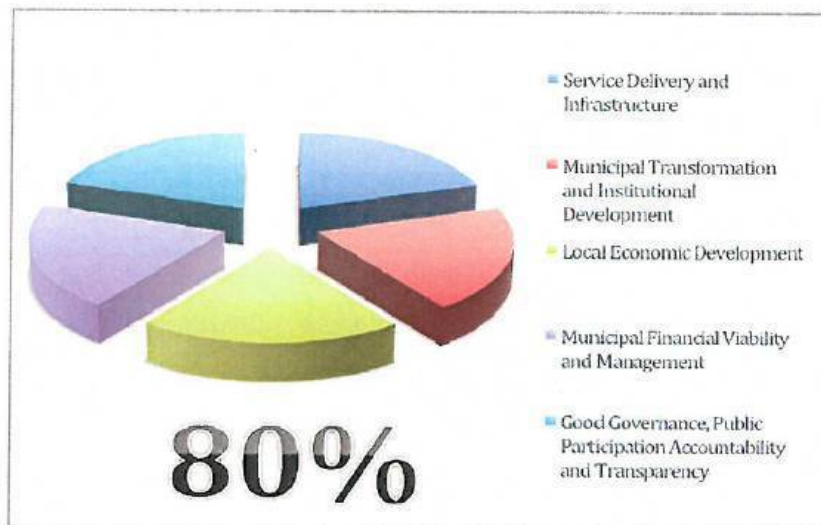
- 4.1 The Performance Plan (Annexure A) sets out –
- 4.1.1 The performance objectives and targets that must be met by the Employee;
  - 4.1.2 The timeframes within which those performance objectives and targets must be met; and
  - 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan (IDP), Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
  - 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
  - 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
  - 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

#### 5. PERFORMANCE MANAGEMENT SYSTEM

- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the employees and service providers to perform to the standards required;

## Performance Agreement 2022/23

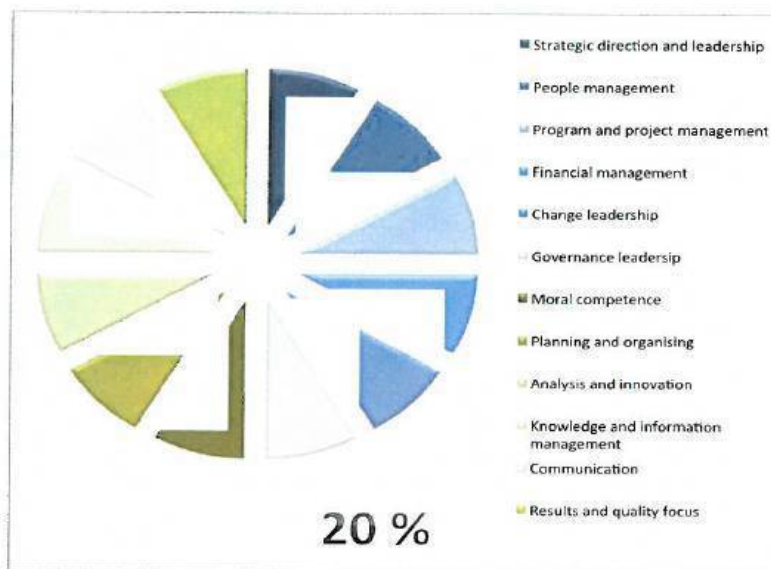
- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;
- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance and Competencies both of which shall be contained in the Performance Agreement;
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan, which are linked to the KPAs, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee:



- 5.7 The Competencies will make up the other 20% of the Employee's assessment score. The Competencies are split into two groups, leading competencies (indicated in blue on the graph below) that drive strategic intent and direction and core competencies (indicated in green on the graph below), which drive the execution of the leading competencies.

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## Performance Agreement 2022/23







## 6. PERFORMANCE ASSESSMENT

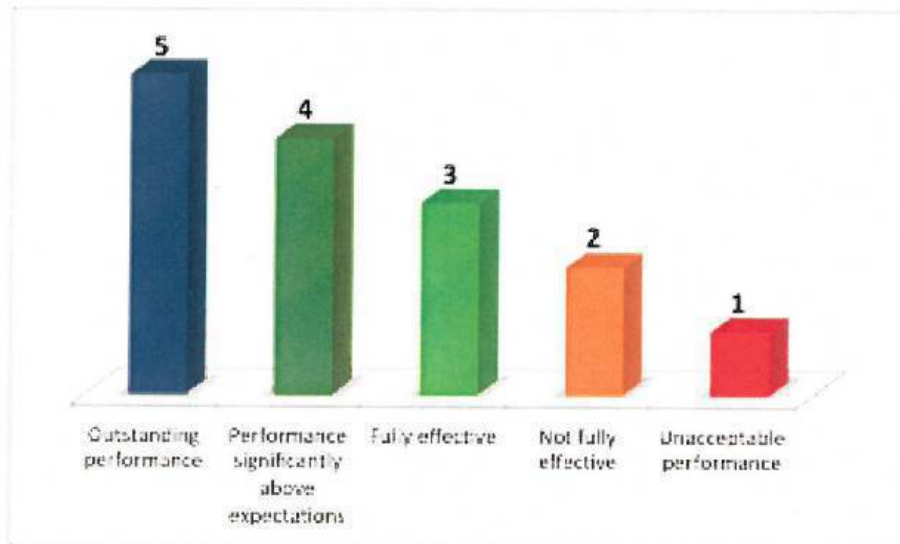
- 6.1 The Performance Plan (Annexure A) to this Agreement sets out –
- 6.1.1 The standards and procedures for evaluating the Employee's performance; and
- 6.1.2 The intervals for the evaluation of the Employee's performance.
- 6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;
- 6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan (IDP) as described in 6.6 – 6.13 below;
- 6.5 The Employee will submit quarterly performance reports (SDBIP) and a comprehensive annual performance report at the fourth evaluation at least one week prior to the performance assessment meetings to the Evaluation Panel Chairperson for distribution to the panel members for preparation purposes;
- 6.6 Assessment of the achievement of results as outlined in the performance plan:

## Performance Agreement 2022/23

- 6.6.1 Each KPI or group of KPIs shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI;
- 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
- 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
- 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
- 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:
- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360-degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;
- 6.7.2 A rating on the five-point scale described in 6.10 below shall be provided for each Competency which will then be multiplied by the weighting to calculate the final score; and
- 6.7.3 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.8 Overall rating
- 6.8.1 An overall rating is calculated by adding the overall scores as calculated in 6.6.5 and 6.7.3 above; and
- 6.8.2 Such overall rating represents the outcome of the performance appraisal.
- 6.9 The assessment of the performance of the Employee will be based on the following rating scale for KPIs:

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## Performance Agreement 2022/23



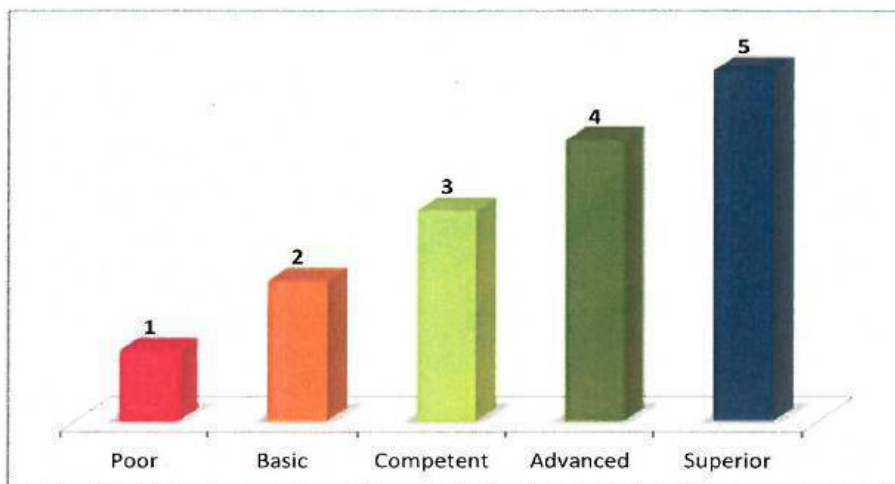
Terminology	Description
<b>Outstanding performance</b>	Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance plan and maintained this in all areas of responsibility throughout the year.
<b>Performance significantly above expectations</b>	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.
<b>Fully effective</b>	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.
<b>Not fully effective</b>	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.
<b>Unacceptable performance</b>	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

6.10 The assessment of the competencies will be based on the following rating scale:

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## Performance Agreement 2022/23



Achievement Level	Description
<b>Poor</b>	Do not apply the basic concepts and methods to proof a basic understanding of local government operations and requires extensive supervision and development interventions.
<b>Basic</b>	Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention.
<b>Competent</b>	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analysis.
<b>Advanced</b>	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analysis.
<b>Superior</b>	Has a comprehensive understanding of local government operations, critical in strategic shaping strategic direction and change, develops and applies comprehensive concepts and methods.

6.11 For purposes of evaluating the performance of the Employee for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established –





6.11.1 Municipal Manager;

6.11.2 Municipal Manager from another municipality;

6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee; and

6.11.4 The Member of the Mayoral Committee (Portfolio Chairperson).

6.12 The Municipal Manager will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and

Dir.  MM:   
 

## Performance Agreement 2022/23

- 6.13 The Municipal Manager will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October – December	February 2023
3	January – March	April 2023 (informal)
4	April - June	September 2023

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 9. OBLIGATIONS OF THE EMPLOYER

- 9.1 The Employer shall-
- 9.1.1 Create an enabling environment to facilitate effective performance by the employee;

- 9.1.2 Provide access to skills development and capacity building opportunities;
- 9.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- 9.1.4 On the request of the Employee delegate such powers reasonably required by the Employee to enable him to meet the performance objectives and targets established in terms of this Agreement; and
- 9.1.5 Make available to the Employee such resources as the Employee may reasonably require from time to time assisting him to meet the performance objectives and targets established in terms of this Agreement.

## 10. CONSULTATION

- 10.1 The Employer agrees to consult the Employee timeously where the exercising of its powers will have amongst others-
  - 10.1.1 A direct effect on the performance of any of the Employee's functions;
  - 10.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer; and
  - 10.1.3 A substantial financial effect on the Employer.
- 10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 12.1 as soon as is practicable to enable the Employee to take any necessary action with delay.

## 11. REWARD

- 11.1 The evaluation of the Employee's performance will form the basis for acknowledging outstanding performance or correcting unacceptable performance;
- 11.2 It is recorded that by mutual agreement the Parties have decided that no performance bonus will be paid to the Employee as the Employee's total cost of employment package is deemed to be adequate.

**12. MANAGEMENT OF EVALUATION OUTCOMES**

- 12.1 Where the Employer is, any time during the Employee's employment, not satisfied with the Employee's performance with respect to any matter dealt with in this Agreement, the Employer will give notice to the Employee to attend a meeting;
- 12.2 The Employee will have the opportunity at the meeting to satisfy the Employer of the measures being taken to ensure that his performance becomes satisfactory and any programme, including any dates, for implementing these measures;
- 12.3 Where there is a dispute or difference as to the performance of the Employee under this Agreement, the Parties will confer with a view to resolving the dispute or difference; and
- 12.4 In the case of unacceptable performance, the Employer shall –
- 12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and
- 12.4.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

**13. DISPUTE RESOLUTION**

- 13.1 In the event that the Employee is dissatisfied with any decision or action of the Employer in terms of this Agreement, or where a dispute or difference arises as to the extent to which the Employee has achieved the performance objectives and targets established in terms of this Agreement, the Employee may within 3 (three) business days, meet with the Employer with a view to resolving the issue. The Employer will record the outcome of the meeting in writing;
- 13.2 If the Parties cannot resolve the issues within 10 (ten) business days, an independent arbitrator, acceptable to both parties, shall be appointed to resolve the matter within 30 (thirty) business days;
- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the Executive Mayor to mediate the issues within 30 (thirty) business days of receipt of a formal dispute from the Employee.
- 13.4 The decision of the Executive Mayor shall be final and binding on both parties; and

Performance Agreement 2022/23

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


14. GENERAL

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

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



Thus, done and signed at HEERMANUS on the 07 day <sup>July</sup> ~~June~~ of 

AS WITNESSES:

1. 

2. 

  
MUNICIPAL MANAGER

Dir.:  MM: 

Performance Agreement 2022/23

Thus, done and signed at HERMANUS on the 7<sup>TH</sup> day July of 2022. ~~3~~

AD  
IP  
Φ

AS WITNESSES:

- 1. Spanellis
- 2. Abetaun

  
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 DIRECTOR

Dir.:  MM: h

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2022/23  
Director: CS

Annexure A

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**Performance Plan**

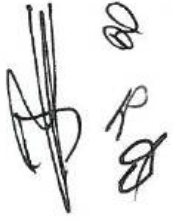
Annexure A

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**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.

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## Annexure A

## 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	88%	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	72%	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	94%	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: Housing administration	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	85%	Updated SDBIP and report	90%	90%	90%	90%	3

2022/23

Director: CS

## Annexure A

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: Deputy Director: Operational Services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	93%	Updated SDBIP and report	90%	90%	90%	90%	3
TL 1	Basic Service Delivery	100% of the operational conditional grant (Libraries & CDW's) spent (Actual expenditure divided by the total grant received)	% of total conditional operational grants spent (Libraries & CDW's)	100%	Year to date expenses (SAMRAS report)	20%	50%	75%	100%	3
TL 2	Basic Service Delivery	m <sup>2</sup> of roads patched and resealed according to approved Pavement Management System within available budget	m <sup>2</sup> of roads patched and resealed	105067	Consultant resealed statistical report	0	15,000	65,000	110,000	3
TL 5	Basic Service Delivery	Limit unaccounted water to less than 26% {(Number of kilolitre water purified - Number of kilolitre water sold)/Number of kilolitre purified x 100}	% of water unaccounted for	28.26%	Consolidated report SAMRAS (DB4) GFS and Infrastructure (water purified)	0%	0%	0%	25%	3
TL6	Good Governance and Public Participation	Ward committee meetings held to facilitate consistent and regular communication with residents	Number of ward committee meetings per annum	78	Minutes of the ward committee meetings held	14	14	14	28	6
TL 27	Basic Service Delivery	Provision of water to informal households (excluding invaded state owned land and private land) based on the	The number of taps installed in relation to the number of informal households (excluding invaded land	341	Annual report from Housing Department indicating the number of informal households (excluding invaded land	0	0	0	328	2

2022/23

Director: CS

## Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL 28	Basic Service Delivery	standard of 1 water point to 25 households (MPPMR Reg. 10 (a))	unsuitable for housing and private land)		unsuitable for housing and private land); Report on the GPS coordinates on the number of taps to informal households (excluding invaded land unsuitable for housing and private land);	0	0	0	30 412	3
TL 29	Basic Service Delivery	Provision of cleaned piped water to all formal households within 200 m from households (MPPMR Reg. 10 (a))	No of formal households that meet agreed service standards for piped water	30111	Yearly statistics provided by finance department (SAMRAS)	0	0	0	34 234	3
TL 30	Basic Service Delivery	Provision of refuse removal, refuse dumps and solid waste disposal to all formal households at least once a week (A household is defined as a residential unit billed for the particular services rendered by way of the financial system (SAMRAS) ((MPPMR Reg. 10 (a))	Number of formal households for which refuse is removed at least once a week	33 895	Yearly statistics provided by finance department (SAMRAS)	0	0	0	52	3
TL 34	Basic Service Delivery	Provision of refuse removal, refuse dumps and solid waste disposal to all informal households at least once a week (MPPMR Reg. 10 (a))	Number of weekly removal of refuse in informal households (Once per week = 52 weeks per annum	53	Bi-annual eMIS report on the weekly refuse removal.	0	0	0	1020	2
	Basic Service Delivery	The provision of sanitation services to informal households (excluding invaded state owned land and private land) based on the	The number of toilets provided in relation to the number of informal households (excluding invaded land	934	Annual report from Housing Department indicating the number of informal households (excluding invaded land	0	0	0		

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
		standard of 1 toilet to 5 households (MPPMR Reg. 10 (a))	unsuitable for housing and private land)		unsuitable for housing and private land); Report on the GPS coordinates for the number of toilets to informal households (excluding invaded land unsuitable for housing and private land);.					
TL35	Basic Service Delivery	Provision of sanitation services to formal residential households (A household is defined as a residential unit billed for the particular services rendered by way of the financial system (SAMRAS)) (MPPMR Reg. 10 (a))	No of formal residential households which are billed for sewerage in accordance to the SAMRAS financial system	30 420	Yearly statistics provided by the Department of Finance	0	0	0	30 724	3
TL 43	Basic Service Delivery	Provision of water to informal households on invaded land with available funding ("Land Invasion" refers to the illegal occupation of land, with the intention of establishing dwellings / a settlement upon it. An invasion may be by one individual or by hundreds of households).	The number of taps installed for informal households on invaded land with available funding	80	Report on the GPS coordinates on the number of taps installed for informal households on invaded land	0	0	0	80	2

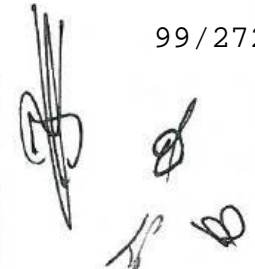
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Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL 44	Basic Service Delivery	The provision of sanitation services to informal households on invaded land with available funding ("Land Invasion" refers to the illegal occupation of land, with the intention of establishing dwellings / a settlement upon it. An invasion may be by one individual or by hundreds of households).	The number of toilets provided for informal households on invaded land with available funding	139	Report on the GPS coordinates for the number of toilets provided for informal households on invaded land	0	0	0	105	2
Dept. SDBIP	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	Draft planning schedules for procuring timeframes for the financial year submitted by end February 2023	1	SCM records- Draft DMP	0	0	1	0	2
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Community Services compile and approve all direct staffs performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	2
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Community Services conduct mid-year reviews of all direct staff by 30 January 2023 (2022/23 financial year)	% of mid-year reviews conducted	New kpi	IPMS System report	0	0	100%	0	2

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Municipal Transformation and Institutional Development	Director. Community Services conduct annual reviews of all direct staff by 30 August 2022 (for previous financial year - 2021/22)	% of annual reviews conducted	New kpi	IPMS System report	100%	0	0	0	2
Dept. SDBIP	Good Governance and Public Participation	Departmental Annual Report prepared and submitted by the end of July 2022	Report submitted by July 2022	1	Copy of annual report inputs submitted	1	0	0	0	3
Dept. SDBIP	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	85%	Feedback submitted to Manager. Internal Audit	85%	85%	85%	85%	3
Dept. SDBIP	Good Governance and Public Participation	Implement Council resolutions within the required Council item target date (Actual resolutions implemented divided by resolutions assigned to the directorate)	% of Council resolutions implemented	97.08%	Template- Council resolution POE sheet	95%	95%	95%	95%	3
Dept. SDBIP	Good Governance and Public Participation	Quarterly review the report submitted by the Chief Risk Officer (CRO) on the corrective measures implemented to reduce risk areas	Number of risk action/risk management reports submitted	4	Quarterly Risk Action Report/Risk Management Report from the Chief Risk Officer (CRO)	1	1	1	1	3



Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Municipal Financial Viability and Management	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	2
Dept SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator report - POE- not on calendar month, but from 15th of previous month to 14th of the current reporting period)	% responded to within 14 days	new kpi	Collaborator report	90%	90%	90%	90%	2
Dept. SDBIP	Basic Service Delivery	95% of the total approved operational budget spent (Actual expenditure divided by the total approved operational budget)	% of the operational budget spent	98.93%	Year to date expenses measured quarterly (SAMRAS report)	20%	40%	60%	95%	3
Dept. SDBIP	Basic Service Delivery	95% of the total approved capital budget spent (Actual expenditure divided by the total approved capital budget)	% of the capital budget spent	87.02%	Year to date expenses measured quarterly (SAMRAS report)	5%	20%	55%	95%	3
80										

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Annexure A

**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
<b>LEADING COMPETENCIES</b>		
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"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	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"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	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"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>	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"> <li>• Budget planning and execution</li> </ul>	1.67

Annexure A

Competency	Definition	Weight
	<ul style="list-style-type: none"> <li>Financial strategy and delivery</li> <li>Financial reporting and delivery</li> </ul>	
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"> <li>Change vision and strategy</li> <li>Process design and improvement</li> <li>Change impact monitoring and evaluation</li> </ul>	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"> <li>Policy formulation</li> <li>Risk and compliance management</li> <li>Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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.	1.63
TOTAL		20

## Competency Framework

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## Annexure B

2022/23

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

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## Annexure B

2022/23

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

## Annexure B



2022/23

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

## Annexure B

2022/23

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


  
 5
   


## Annexure B

2022/23

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

## Annexure B

2022/23

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

7  


## Annexure B

2022/23

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

8

## Annexure B

2022/23

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


  
 9

## Annexure B





2022/23

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

## Annexure B

2022/23

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



 11
 


## Annexure B

2022/23

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

12

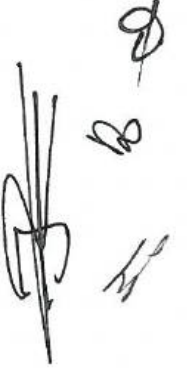
## Annexure B

2022/23

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

13

## Personal Development Plan

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Director: Community Services

Skills Performance Gap	Outcomes Expected	Suggested training and/or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1. ATTEND WORK RELATED CONFERENCES/ SEMINARS	IMPROVED SKILLS	FORMAL QUALIFICATION	CONFERENCES & SEMINARS	ON-GOING	PRACTICE EMPLOYED AS PUBLIC ADMIN. PROFESSIONAL	MUNICIPAL MANAGER
2.						
3.						

Signed and accepted by the Employee



Date: 7/07/2021



Signed by the Municipal Manager on behalf of the Municipality

Date: 07/07/2022

# OVERSTRAND MUNICIPALITY



Performance Agreement  
for the financial year  
1 July 2022 – 30 June 2023

**DIRECTOR: INFRASTRUCTURE & PLANNING**

J P B

Performance Agreement 2022/23

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Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dean O'Neill, the Municipal Manager (*herein and after referred as Employer*)

and

Stephen Muller, the Director: Infrastructure & Planning (*herein and after referred as Employee*) for the period 1 July 2022 to 30 June 2023

Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Director appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

**2. PURPOSE OF THIS AGREEMENT**

- 2.1 To comply with the provisions of Section 57(1)(b),(4B) and (5) of the Systems Act as well as the Contract of Employment entered into between the Parties;
- 2.2 To specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance targets and accountabilities;
- 2.3 To specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4 To monitor and measure performance against set targeted outputs and outcomes;
- 2.5 To establish a transparent and accountable working relationship;
- 2.6 To appropriately reward the employee in accordance with section 11 of this agreement; and
- 2.7 To give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining improved service delivery.

**3. COMMENCEMENT AND DURATION**

- 3.1 This Agreement will commence on 01 July 2022 and will remain in force until 30 June 2023 where-after a new Performance Agreement shall be concluded between the parties for the next financial year or any portion thereof;
- 3.2 The Parties will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason;
- 3.4 If at any time during the validity of the agreement the work environment alters to the extent that the contents of the agreement are no longer appropriate, the contents must by mutual agreement between the parties, immediately be revised; and
- 3.5 Any significant amendments or deviations must take cognizance of the requirements of sections 34 and 42 of the Municipal Systems Act and Regulation 4(5) of the Regulations.

**4. PERFORMANCE OBJECTIVES**

- 4.1 The Performance Plan (Annexure A) sets out –

3

Dir.:



MM:





## Performance Agreement 2022/23

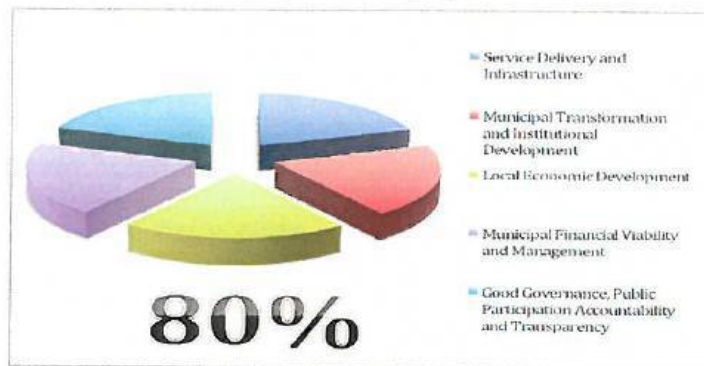
- 4.1.1 The performance objectives and targets that must be met by the Employee;
  - 4.1.2 The timeframes within which those performance objectives and targets must be met; and
  - 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
  - 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
  - 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
  - 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

**5. PERFORMANCE MANAGEMENT SYSTEM**

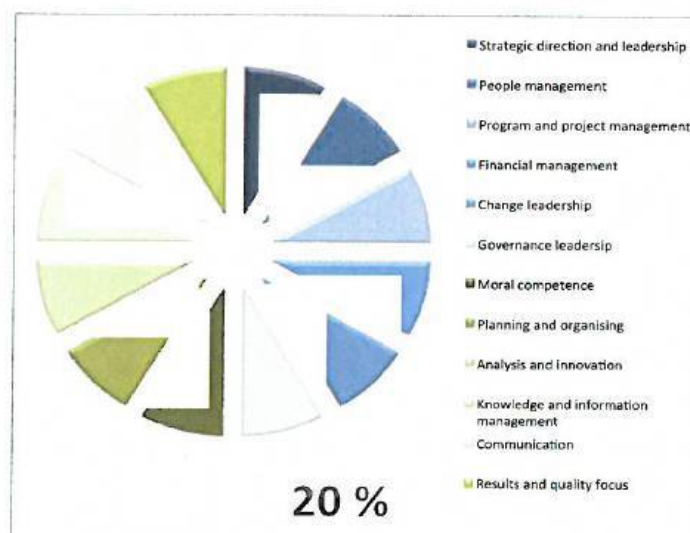
- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the employees and service providers to perform to the standards required;
- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;

## Performance Agreement 2022/23

- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance and Competencies both of which shall be contained in the Performance Agreement;
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan, which are linked to the KPAs, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee:

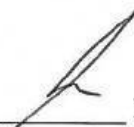


- 5.7 The Competencies will make up the other 20% of the Employee's assessment score. The Competencies are split into two groups, leading competencies (indicated in blue on the graph below) that drive strategic intent and direction and core competencies (indicated in green on the graph below), which drive the execution of the leading competencies.



## 6. PERFORMANCE ASSESSMENT

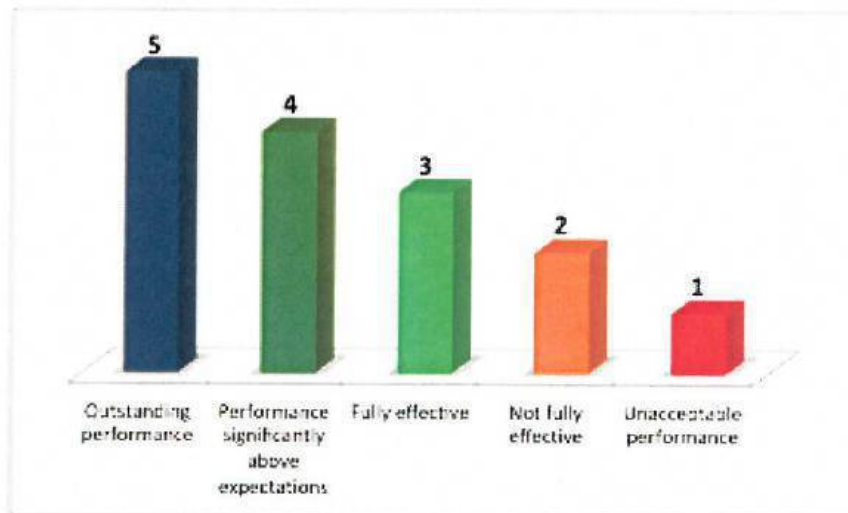
- 6.1 The Performance Plan (Annexure A) to this Agreement sets out –
- 6.1.1 The standards and procedures for evaluating the Employee's performance; and
  - 6.1.2 The intervals for the evaluation of the Employee's performance.
- 6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;
- 6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan (IDP) as described in 6.6 – 6.13 below;
- 6.5 The Employee will submit quarterly performance reports (SDBIP) and a comprehensive annual performance report at the fourth evaluation at least one week prior to the performance assessment meetings to the Evaluation Panel Chairperson for distribution to the panel members for preparation purposes;
- 6.6 Assessment of the achievement of results as outlined in the performance plan:
- 6.6.1 Each KPI or group of KPIs shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI;
  - 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
  - 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
  - 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
  - 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:





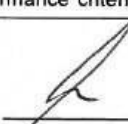

## Performance Agreement 2022/23

- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360-degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;
- 6.7.2 A rating on the five-point scale described in 6.10 below shall be provided for each Competency which will then be multiplied by the weighting to calculate the final score; and
- 6.7.3 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.8 Overall rating
- 6.8.1 An overall rating is calculated by adding the overall scores as calculated in 6.6.5 and 6.7.3 above; and
- 6.8.2 Such overall rating represents the outcome of the performance appraisal.
- 6.9 The assessment of the performance of the Employee will be based on the following rating scale for KPIs:



Terminology	Description
<b>Outstanding performance</b>	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.
<b>Performance significantly above expectations</b>	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

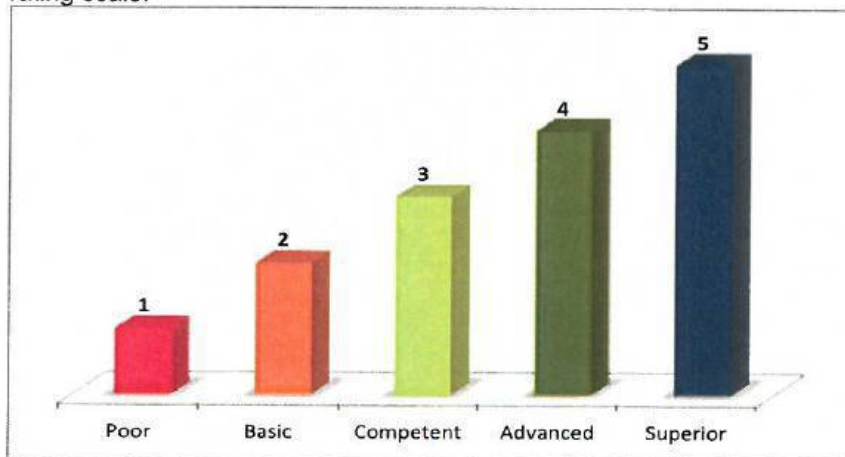
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## Performance Agreement 2022/23

Terminology	Description
	fully achieved all others throughout the year.
<b>Fully effective</b>	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.
<b>Not fully effective</b>	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.
<b>Unacceptable performance</b>	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

6.10 The assessment of the competencies will be based on the following rating scale:



Achievement Level	Description
<b>Poor</b>	Do not apply the basic concepts and methods to proof a basic understanding of local government operations and requires extensive supervision and development interventions.
<b>Basic</b>	Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention.
<b>Competent</b>	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analysis.
<b>Advanced</b>	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analysis.
<b>Superior</b>	Has a comprehensive understanding of local government operations, critical in strategic shaping strategic direction and

## Performance Agreement 2022/23

Achievement Level	Description
	change, develops and applies comprehensive concepts and methods.


- 6.11 For purposes of evaluating the performance of the Employee for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established –
- 6.11.1 Municipal Manager;
- 6.11.2 Municipal Manager from another municipality;
- 6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee; and
- 6.11.4 The Member of the Mayoral Committee (Portfolio Chairperson).
- 6.12 The Municipal Manager will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and
- 6.13 The Municipal Manager will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October – December	February 2023
3	January - March	April 2023 (informal)
4	April - June	September 2023

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or





amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 9. OBLIGATIONS OF THE EMPLOYER

9.1 The Employer shall-

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

9.1.2 Provide access to skills development and capacity building opportunities;

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

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

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

## 10. CONSULTATION

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

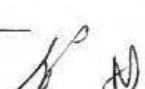
10.1.1 A direct effect on the performance of any of the Employee's functions;

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

10.1.3 A substantial financial effect on the Employer.

10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 12.1 as soon as is practicable to enable the Employee to take any necessary action with delay.





**11. REWARD**

- 11.1 The evaluation of the Employee's performance will form the basis for acknowledging outstanding performance or correcting unacceptable performance;
- 11.2 It is recorded that by mutual agreement the Parties have decided that no performance bonus will be paid to the Employee as the Employee's total cost of employment package is deemed to be adequate.

**12. MANAGEMENT OF EVALUATION OUTCOMES**

- 12.1 Where the Employer is, any time during the Employee's employment, not satisfied with the Employee's performance with respect to any matter dealt with in this Agreement, the Employer will give notice to the Employee to attend a meeting;
- 12.2 The Employee will have the opportunity at the meeting to satisfy the Employer of the measures being taken to ensure that his performance becomes satisfactory and any programme, including any dates, for implementing these measures;
- 12.3 Where there is a dispute or difference as to the performance of the Employee under this Agreement, the Parties will confer with a view to resolving the dispute or difference; and
- 12.4 In the case of unacceptable performance, the Employer shall –
- 12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and
- 12.4.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

**13. DISPUTE RESOLUTION**

- 13.1 In the event that the Employee is dissatisfied with any decision or action of the Employer in terms of this Agreement, or where a dispute or difference arises as to the extent to which the Employee has achieved the performance objectives and targets established in terms of this Agreement, the Employee may within 3 (three) business days, meet with the Employer with a view to resolving the issue. The Employer will record the outcome of the meeting in writing;
- 13.2 If the Parties cannot resolve the issues within 10 (ten) business days, an independent arbitrator, acceptable to both parties, shall be appointed to resolve the matter within 30 (thirty) business days;

Performance Agreement 2022/23

- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the Executive Mayor to mediate the issues within 30 (thirty) business days of receipt of a formal dispute from the Employee.
- 13.4 The decision of the Executive Mayor shall be final and binding on both parties; and
- 13.5 In the event that the mediation process contemplated above fails, the relevant clause of the Contract of Employment shall apply.

14. GENERAL

- 14.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer; and
- 14.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

Thus, done and signed at HERMANUS on the 07<sup>th</sup> day July of 2022.

*Handwritten initials/signature*

AS WITNESSES:

- 1. *[Signature]*
- 2. *[Signature]*

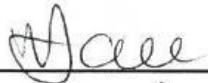
*[Signature]*  
MUNICIPAL MANAGER


Dir.: *[Signature]* MM: B

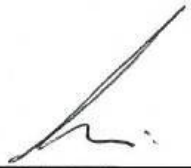
Performance Agreement 2022/23





Thus, done and signed at Hermanns on the 30 day June of 2022.

AS WITNESSES:

1. 

2. 

  
DIRECTOR

Dir.:  - MM:   
 

*h*  
*b*  
*es*

2022/23  
Director: IP

Annexure A

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## Performance Plan

**Director: Infrastructure & Planning**

**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.

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**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: Building services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	75%	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: Electricity services and street lighting	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	80%	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: Engineering services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	80%	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: Engineering planning	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	67%	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: Property administration	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	67%	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:	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	67%	Updated SDBIP and report	90%	90%	90%	90%	3

2022/23  
Annexure A Director: IP

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: Environmental Services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	100%	Updated SDBIP and report	90%	90%	90%	90%	3
TL 3	Basic Service Delivery	Quality of effluent comply 80% with general or special limit in terms of the Water Act (Act 36 of 1998)	% compliance	79.16%	Report from Directorate Infrastructure (WSA) compiled from independent Laboratory test results	80%	80%	80%	80%	4
TL 4	Basic Service Delivery	Quality of potable water comply 98% with SANS 241	% compliance with SANS 241	98.83%	Independent Laboratory test results	98%	98%	98%	98%	4
TL 18	Basic Service Delivery	Limit electricity losses to 7% or less ((Number of Electricity Units Purchased - Number of Electricity Units Sold) / Number of Electricity Units Purchased and/or Generated) x 100}	% of electricity unaccounted for	7.35%	Electricity losses Excel spreadsheet from Manager: Costing and Reports in Finance Directorate	-	-	-	7%	4
TL 19	Basic Service Delivery	Report on the implementation of the Water Service Development plan annually by the end of October	Report submitted	1	Letter of submission of Water Services Audit to DWS	-	1	-	-	3
TL 31	Basic Service Delivery	Provision of Electricity: Number of metered electrical connections in formal areas (Eskom Areas excluded) (Definition: Refers to residential households (RE)	Number of formal households that meet agreed service standards	21 914	Based on number of households billed by department of finance	-	-	-	22 500	3

2022/23  
Annexure A Director: IP

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL 36	Basic Service Delivery	and pensioners (PR) as per Finance departments billed households) (MPPMR Reg. 10 (a)) 100% of the Municipal Infrastructure Grant (MIG) spent by 30 June 2023 (Actual MIG expenditure/ Allocation received)	% expenditure of allocated MIG funds	100%	Monthly MIG report	5	40	62.4	100	3
Dept. SDBIP	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	Draft planning schedules for procuring timeframes for the financial year submitted by end February 2023	1	SCM records – Draft DMP	0	0	1	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Infrastructure and Planning compile and approve all direct staff's performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Infrastructure and Planning conduct mid-year reviews of all direct staff by 30 January 2023 (2022/23 financial year)	% of mid-year reviews conducted	New kpi	IPMS System report	0	0	100%	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Infrastructure and Planning conduct annual reviews of all direct staff by 30 August 2022 (for previous financial year - 2021/22)	% of annual reviews conducted	New kpi	IPMS System report	100%	0	0	0	3

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2022/23  
Annexure A  
Director: IP

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Good Governance and Public Participation	Departmental Annual Report prepared and submitted by the end of July 2022	Report submitted by July	1	Copy of Annual Report inputs submitted	1	0	0	0	3
Dept. SDBIP	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	85%	Feedback submitted to Manager: Internal Audit	85%	85%	85%	85%	3
Dept. SDBIP	Good Governance and Public Participation	Implement Council resolutions within the required Council item target date (Actual resolutions implemented divided by resolutions assigned to the directorate)	% of Council resolutions implemented	96.25%	Template- Council resolution POE sheet	95%	95%	95%	95%	3
Dept. SDBIP	Good Governance and Public Participation	Quarterly review the report submitted by the Chief Risk Officer (CRO) on the corrective measures implemented to reduce risk areas	Number of risk action/risk management reports submitted	4	Quarterly Risk Action Report/Risk Management Report from the Chief Risk Officer (CRO)	1	1	1	1	3
Dept. SDBIP	Municipal Financial Viability and Management	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	Copies of reports verified	1	1	1	1	3

2022/23  
Annexure A Director: IP

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Basic Service Delivery	95% of the total approved capital budget spent (Actual expenditure divided by the total approved capital budget)	% of the capital budget spent	83.47%	Expenditure report from SAMRAS	5%	20%	55%	95%	4
Dept. SDBIP	Basic Service Delivery	95% of the total approved operational budget spent (Actual expenditure divided by the total approved operational budget)	% of the operational budget spent	96.41%	Expenditure report from SAMRAS	20%	40%	60%	95%	4
Dept SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator report - POE- not on calendar month, but from 15th of previous month to 14th of the current reporting period)	% responded to within 14 days	New kpi	Collaborator report	90%	90%	90%	90%	3
										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
<b>LEADING COMPETENCIES</b>		
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"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	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"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	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"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>	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"> <li>• Budget planning and execution</li> </ul>	1.67

Annexure A

Competency	Definition	Weight
	<ul style="list-style-type: none"> <li>Financial strategy and delivery</li> <li>Financial reporting and delivery</li> </ul>	
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"> <li>Change vision and strategy</li> <li>Process design and improvement</li> <li>Change impact monitoring and evaluation</li> </ul>	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"> <li>Policy formulation</li> <li>Risk and compliance management</li> <li>Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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

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**Competency Framework**

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

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## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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


## Annexure B

2022/23

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

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## Annexure B

2022/23

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

## Annexure B

2022/23

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

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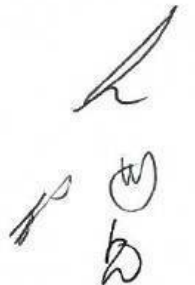
## Annexure B

2022/23

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

## Personal Development Plan

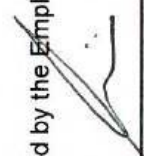
Director: Infrastructure & Planning

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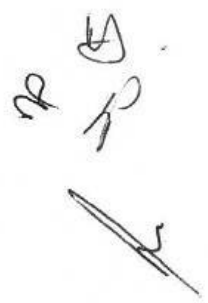
Annexure C 2022/23

Skills Performance Gap	Outcomes Expected	Suggested training and /or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1. Engineering Council of South Africa Continued Professional development programme	Retain registration as Professional Engineer	Attend approved training courses and conferences	External provider usually University of Stellenbosch, IMESA, ECSA, WISA and SAICE	CPD points required per year	Working as Professional Engineer	Municipal Manager
2.						
3.						


Signed and accepted by the Employee



Date: 30/6/2022



Signed by the Municipal Manager on behalf of the Municipality

  
\_\_\_\_\_

Date: 07/07/2022



# OVERSTRAND MUNICIPALITY



**Performance Agreement  
for the financial year  
1 July 2022 – 30 June 2023**

**DIRECTOR:  
LOCAL ECONOMIC DEVELOPMENT,  
SOCIAL DEVELOPMENT & TOURISM**

*[Handwritten signatures and initials]*

## Performance Agreement 2022/23

Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dean O'Neill, the Municipal Manager  
(*herein and after referred as Employer*)

and



Solomzi Madikane, the Director: Local economic development, Social development and  
Tourism (*herein and after referred as Employee*) for the period 1 July 2022 to 30 June  
2023

Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Director appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

Dir.:  MM: 

## 2. PURPOSE OF THIS AGREEMENT

- 2.1 To comply with the provisions of Section 57(1)(b),(4B) and (5) of the Systems Act as well as the Contract of Employment entered into between the Parties;
- 2.2 To specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance targets and accountabilities;
- 2.3 To specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4 To monitor and measure performance against set targeted outputs and outcomes;
- 2.5 To establish a transparent and accountable working relationship;
- 2.6 To appropriately reward the employee in accordance with section 11 of this agreement; and
- 2.7 To give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining improved service delivery.

## 3. COMMENCEMENT AND DURATION

- 3.1 This Agreement will commence on 01 July 2022 and will remain in force until 30 June 2023 where-after a new Performance Agreement shall be concluded between the parties for the next financial year or any portion thereof;
- 3.2 The Parties will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason;
- 3.4 If at any time during the validity of the agreement the work environment alters to the extent that the contents of the agreement are no longer appropriate, the contents must by mutual agreement between the parties, immediately be revised; and
- 3.5 Any significant amendments or deviations must take cognizance of the requirements of sections 34 and 42 of the Municipal Systems Act and Regulation 4(5) of the Regulations.

#### 4. PERFORMANCE OBJECTIVES

- 4.1 The Performance Plan (Annexure A) sets out –
- 4.1.1 The performance objectives and targets that must be met by the Employee;
  - 4.1.2 The timeframes within which those performance objectives and targets must be met; and
  - 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
  - 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
  - 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
  - 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

#### 5. PERFORMANCE MANAGEMENT SYSTEM

- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific

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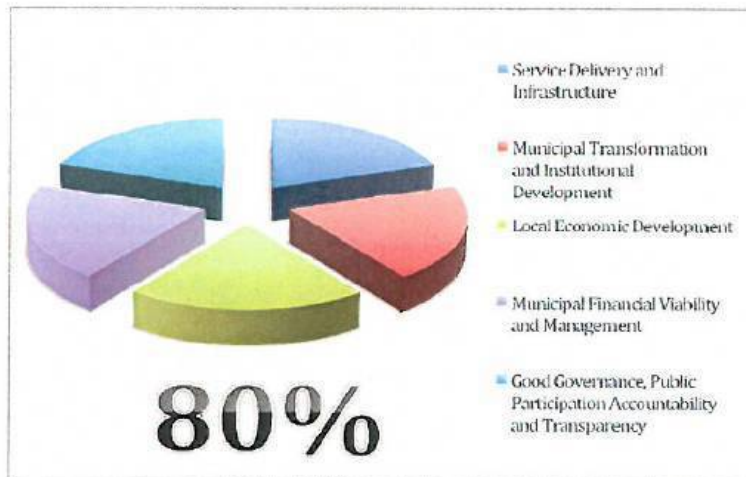
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## Performance Agreement 2022/23

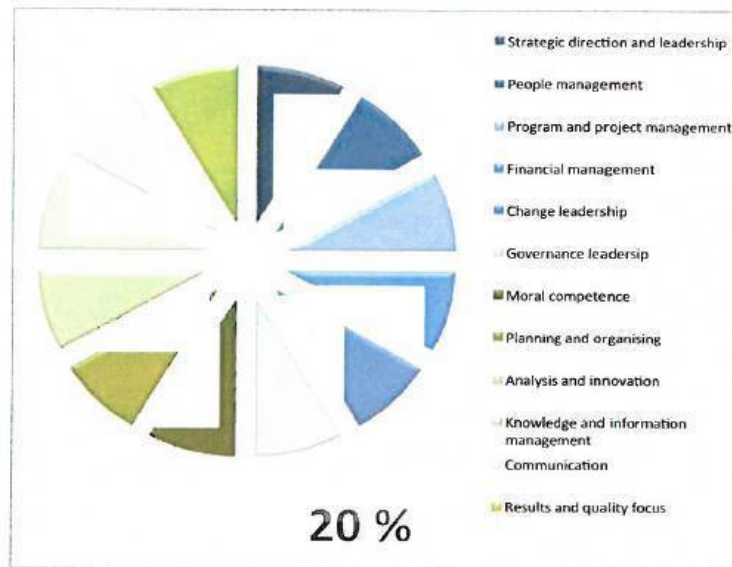
performance standards to assist the employees and service providers to perform to the standards required;

- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;
- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance and Competencies both of which shall be contained in the Performance Agreement;
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan, which are linked to the KPAs, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee:



- 5.7 The Competencies will make up the other 20% of the Employee's assessment score. The Competencies are split into two groups, leading competencies (indicated in blue on the graph below) that drive strategic intent and direction and core competencies (indicated in green on the graph below), which drive the execution of the leading competencies.




## Performance Agreement 2022/23

**6. PERFORMANCE ASSESSMENT**

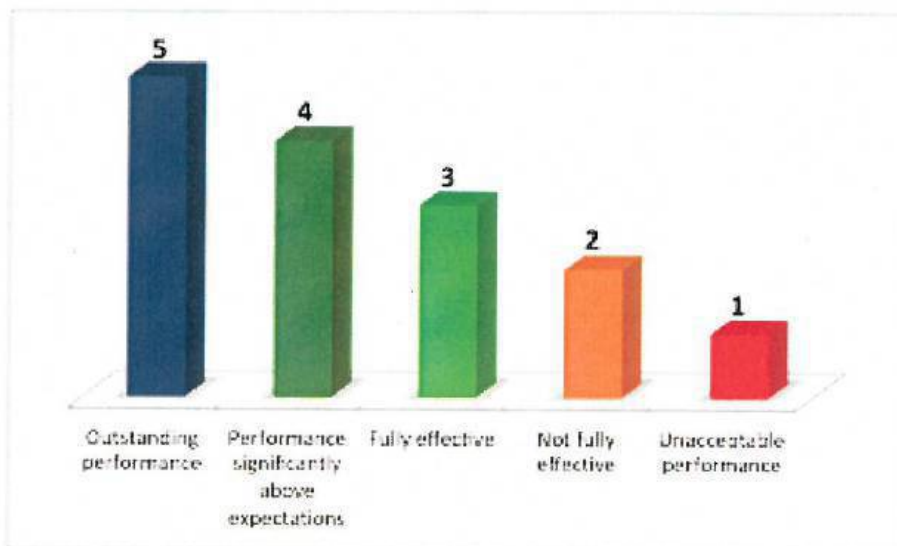
- 6.1 The Performance Plan (Annexure A) to this Agreement sets out –
- 6.1.1 The standards and procedures for evaluating the Employee's performance; and
- 6.1.2 The intervals for the evaluation of the Employee's performance.
- 6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;
- 6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan (IDP) as described in 6.6 – 6.13 below;
- 6.5 The Employee will submit quarterly performance reports (SDBIP) and a comprehensive annual performance report at the fourth evaluation at least one week prior to the performance assessment meetings to the Evaluation Panel Chairperson for distribution to the panel members for preparation purposes;
- 6.6 Assessment of the achievement of results as outlined in the performance plan:

## Performance Agreement 2022/23

- 6.6.1 Each KPI or group of KPIs shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI;
- 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
- 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
- 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
- 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:
- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360-degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;
- 6.7.2 A rating on the five-point scale described in 6.10 below shall be provided for each Competency which will then be multiplied by the weighting to calculate the final score; and
- 6.7.3 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.8 Overall rating
- 6.8.1 An overall rating is calculated by adding the overall scores as calculated in 6.6.5 and 6.7.3 above; and
- 6.8.2 Such overall rating represents the outcome of the performance appraisal.
- 6.9 The assessment of the performance of the Employee will be based on the following rating scale for KPIs:

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## Performance Agreement 2022/23



Terminology	Description
<b>Outstanding performance</b>	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.
<b>Performance significantly above expectations</b>	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.
<b>Fully effective</b>	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.
<b>Not fully effective</b>	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.
<b>Unacceptable performance</b>	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

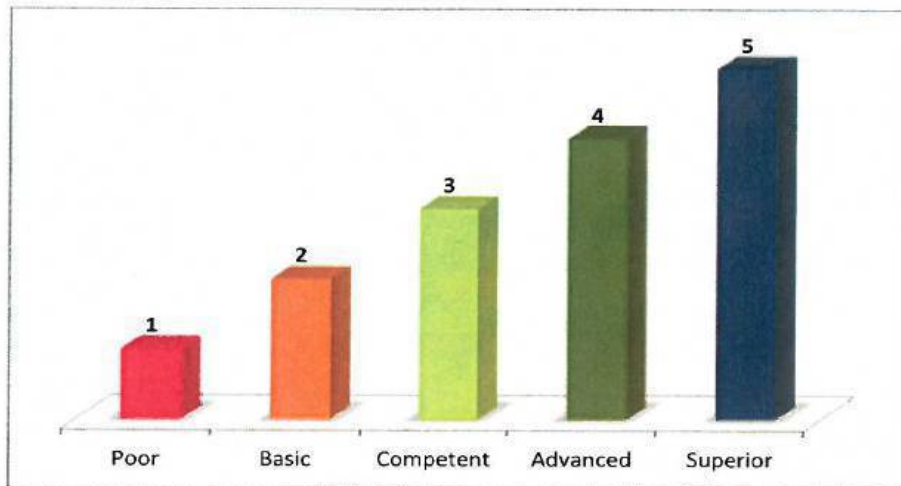
6.10 The assessment of the competencies will be based on the following rating scale:

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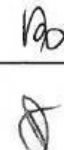


## Performance Agreement 2022/23



Achievement Level	Description
<b>Poor</b>	Do not apply the basic concepts and methods to proof a basic understanding of local government operations and requires extensive supervision and development interventions.
<b>Basic</b>	Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention.
<b>Competent</b>	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analysis.
<b>Advanced</b>	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analysis.
<b>Superior</b>	Has a comprehensive understanding of local government operations, critical in strategic shaping strategic direction and change, develops and applies comprehensive concepts and methods.

- 6.11 For purposes of evaluating the performance of the Employee for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established –
- 6.11.1 Municipal Manager;
  - 6.11.2 Municipal Manager from another municipality;
  - 6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee; and
  - 6.11.4 The Member of the Mayoral Committee (Portfolio Chairperson).
- 6.12 The Municipal Manager will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and

Dir.:  MM: 

- 6.13 The Municipal Manager will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October - December	February 2023
3	January - March	April 2023 (informal)
4	April - June	September 2023

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 9. OBLIGATIONS OF THE EMPLOYER

- 9.1 The Employer shall-
- 9.1.1 Create an enabling environment to facilitate effective performance by the employee;

- 9.1.2 Provide access to skills development and capacity building opportunities;
- 9.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- 9.1.4 On the request of the Employee delegate such powers reasonably required by the Employee to enable him to meet the performance objectives and targets established in terms of this Agreement; and
- 9.1.5 Make available to the Employee such resources as the Employee may reasonably require from time to time assisting him to meet the performance objectives and targets established in terms of this Agreement.

## 10. CONSULTATION

- 10.1 The Employer agrees to consult the Employee timeously where the exercising of its powers will have amongst others-
  - 10.1.1 A direct effect on the performance of any of the Employee's functions;
  - 10.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer; and
  - 10.1.3 A substantial financial effect on the Employer.
- 10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 12.1 as soon as is practicable to enable the Employee to take any necessary action with delay.

## 11. REWARD




- 11.1 The evaluation of the Employee's performance will form the basis for acknowledging outstanding performance or correcting unacceptable performance;
- 11.2 It is recorded that by mutual agreement the Parties have decided that no performance bonus will be paid to the Employee as the Employee's total cost of employment package is deemed to be adequate.

**12. MANAGEMENT OF EVALUATION OUTCOMES**

- 12.1 Where the Employer is, any time during the Employee's employment, not satisfied with the Employee's performance with respect to any matter dealt with in this Agreement, the Employer will give notice to the Employee to attend a meeting;
- 12.2 The Employee will have the opportunity at the meeting to satisfy the Employer of the measures being taken to ensure that his performance becomes satisfactory and any programme, including any dates, for implementing these measures;
- 12.3 Where there is a dispute or difference as to the performance of the Employee under this Agreement, the Parties will confer with a view to resolving the dispute or difference; and
- 12.4 In the case of unacceptable performance, the Employer shall –
- 12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and
- 12.4.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

**13. DISPUTE RESOLUTION**

- 13.1 In the event that the Employee is dissatisfied with any decision or action of the Employer in terms of this Agreement, or where a dispute or difference arises as to the extent to which the Employee has achieved the performance objectives and targets established in terms of this Agreement, the Employee may within 3 (three) business days, meet with the Employer with a view to resolving the issue. The Employer will record the outcome of the meeting in writing;
- 13.2 If the Parties cannot resolve the issues within 10 (ten) business days, an independent arbitrator, acceptable to both parties, shall be appointed to resolve the matter within 30 (thirty) business days;
- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the Executive Mayor to mediate the issues within 30 (thirty) business days of receipt of a formal dispute from the Employee.
- 13.4 The decision of the Executive Mayor shall be final and binding on both parties; and

  
 Dir.:  MM: 



Performance Agreement 2022/23

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

14. GENERAL

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

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

Thus, done and signed at HEERMANUS on the 07<sup>th</sup> day July of 2022

AS WITNESSES:

- 1. [Signature]
- 2. [Signature]

[Signature]  
MUNICIPAL MANAGER

Dir.: [Signature] MM: [Signature]

Performance Agreement 2022/23

Thus, done and signed at HERMANUS on the 04 day ~~June~~ <sup>JULY</sup> of 2022. *[Handwritten initials and marks]*

AS WITNESSES:

- 1. *[Signature]*
- 2. *[Signature]*

*[Signature]*  
DIRECTOR

Dir.: *[Signature]* MM: *[Signature]*  
*[Signature]*

Annexure A

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**Performance Plan**

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### Director: Economic Development, Social Development & Tourism

**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.

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Annexure A

**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: LED	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	89%	Updated SDBIP and report	90%	90%	90%	90%	4
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Tourism	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	100%	Updated SDBIP and report	90%	90%	90%	90%	4
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Social Development	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	50%	Updated SDBIP and report	90%	90%	90%	90%	4
TL 8	Local Economic Development	Submit monthly update reports on LED, Social Development and Tourism initiatives to Portfolio Committee	Number of monthly update reports on LED, Social Development and Tourism initiatives submitted	4	Portfolio meeting minutes	3	3	3	3	4

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Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL 9	Local Economic Development	Managers LED, Social Development and Tourism report on the hosting of at least two joint mobile Thusong outreach during the 2022/23 financial year to the Director Economic and Social Development & Tourism	Report on the mobile Thusong outreach programme	New kpi	Report on the mobile Thusong outreach programme	0	1	0	1	4
TL 10	Local Economic Development	Support 180 SMME's in terms of the SMME Development Programme by 30 June 2023	Number of SMME's supported	172	Internally verified list of SMME's supported	0	90	0	90	4
TL 11	Local Economic Development	Report on projects/ initiatives in collaboration with other stakeholders for local economic development, social development and tourism	Number of projects / initiatives collaborated on	13	Letter of intent/ memo/ emails/ Signed MOU's where applicable	7	7	8	6	4
TL 12	Local Economic Development	The number of job opportunities created through the EPWP programme and as per set targets (business plan as per grant agreement - FTE's, translates to 1300 work opportunities) (MPPMR Reg. 10 (d))	Number of temporary jobs created	1238	Internally verified list of beneficiaries appointed	0	520	300	480	4
TL 38	Local Economic Development	Support 70 SMME's in terms of the Emerging Contractor Development Programme by 30 June 2023	Number of Emerging Contractors supported	65	Internally verified list of small contractors supported/ Letters of engagement	0	35	0	35	4
	Municipal Financial	Apply proper procurement	Draft, planning	1	SCM records – Draft	0	0	1	0	

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2022/23  
 Director: LED,  
 Social  
 Development  
 & Tourism

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Viability and Management	practices with the adherence to the approved SCM policy to promote good governance and to be effective in delivering services	schedules for procuring timeframes for the financial year submitted by end February 2023		DMP					4
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Economic & Social Development & Tourism compile and approve all direct staff's performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	4
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Economic & Social Development & Tourism conduct mid-year reviews of all direct staff by 30 January 2023 (2022/23 financial year)	% of mid-year reviews conducted	New kpi	IPMS System report	0	0	100%	0	4
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Economic & Social Development & Tourism conduct annual reviews of all direct staff by 30 August 2022 (for previous financial year - 2021/22)	% of annual reviews conducted	New kpi	IPMS System report	100%	0	0	0	4
Dept. SDBIP	Good Governance and Public Participation	Departmental Annual Report prepared and submitted by the end of July 2022	Report submitted by July	1	Copy of annual report inputs submitted	1	0	0	0	4
Dept. SDBIP	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	86.25%	Feedback submitted to Manager: Internal Audit	85%	85%	85%	85%	4

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Good Governance and Public Participation	Implement Council resolutions within the required Council item target date (Actual resolutions implemented divided by resolutions assigned to the directorate)	% of Council resolutions implemented	95.83%	Template- Council resolution POE sheet	95%	95%	95%	95%	24
Dept. SDBIP	Good Governance and Public Participation	Quarterly review the report submitted by the Chief Risk Officer (CRO) on the corrective measures implemented to reduce risk areas	Number of risk action/risk management reports submitted	4	Quarterly Risk Action Report/Risk Management Report from the Chief Risk Officer (CRO)	1	1	1	1	4
Dept. SDBIP	Municipal Financial Viability and Management	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	Copies of verified reports submitted	1	1	1	1	4
Dept. SDBIP	Basic Service Delivery	95% of the total approved capital budget spent (Actual expenditure divided by the total approved capital budget)	% of the capital budget spent	58.44%	Expenditure report from SAMRAS	5%	20%	55%	95%	24
Dept. SDBIP	Basic Service Delivery	95% of the total approved operational budget spent (Actual expenditure divided by the total approved operational budget)	% of the operational budget spent	73.46%	Expenditure report from SAMRAS	20%	40%	60%	95%	4

Annexure A

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non-statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator report - POE- not on calendar month, but from 15th of previous month to 14th of the current reporting period)	% responded to within 14 days	New kpi	Collaborator report	90%	90%	90%	90%	4
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Annexure A

**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
<b>LEADING COMPETENCIES</b>		
Strategic direction and leadership	Provide and direct a vision for the institution and inspire and deploy others to deliver on the strategic institutional mandate. It includes: <ul style="list-style-type: none"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	1.67
People management	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives. It includes: <ul style="list-style-type: none"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	1.67
Programme and project management	Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives. It includes: <ul style="list-style-type: none"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>	1.67

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Annexure A

Competency	Definition	Weight
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"> <li>• Budget planning and execution</li> <li>• Financial strategy and delivery</li> <li>• Financial reporting and delivery</li> </ul>	1.67
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"> <li>• Change vision and strategy</li> <li>• Process design and improvement</li> <li>• Change impact monitoring and evaluation</li> </ul>	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"> <li>• Policy formulation</li> <li>• Risk and compliance management</li> <li>• Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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	1.67

Annexure A

Competency	Definition	Weight
Results and quality focus	<p>audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcome.</p> <p>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.</p>	1.67
TOTAL		20

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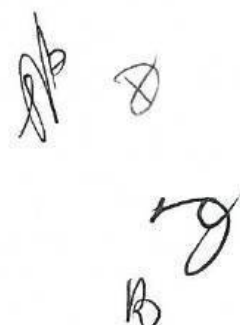
## Competency Framework

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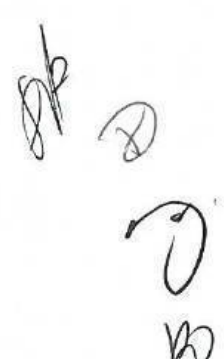
Cluster	Leading Competencies		
Competency Name	Strategic Direction and Leadership		
Competency Definition	Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: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

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

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



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



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

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

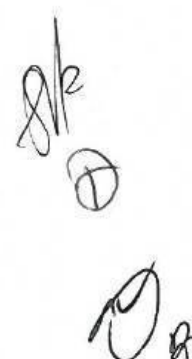
Cluster	Core Competencies		
Competency Name	Moral Competence		
Competency Definition	Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: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



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

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

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



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

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

## Personal Development Plan



Director: Economic Development, Social Development & Tourism

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Annexure C 2022/23

Skills Performance Gap	Outcomes Expected	Suggested training and /or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1.						
2.						
3.						

Signed and accepted by the Employee

  
 Date: 04 June 2022 


*Handwritten initials and symbols*

Signed by the Municipal Manager on behalf of the Municipality

*Handwritten signature*

Date: 07/07/2022

# OVERSTRAND MUNICIPALITY



**Performance Agreement  
for the financial year  
1 July 2022 – 30 June 2023**

**DIRECTOR: MANAGEMENT SERVICES**

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Performance Agreement **2022/23**

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Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dean O'Neill, the Municipal Manager (*herein and after referred as Employer*)

and

Desiree Arrison, the Director: Management Services (*herein and after referred as Employee*) for the period 1 July 2022 to 30 June 2023

Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Director appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

**2. PURPOSE OF THIS AGREEMENT**

- 2.1 To comply with the provisions of Section 57(1)(b),(4B) and (5) of the Systems Act as well as the Contract of Employment entered into between the Parties;
- 2.2 To specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance targets and accountabilities;
- 2.3 To specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4 To monitor and measure performance against set targeted outputs and outcomes;
- 2.5 To establish a transparent and accountable working relationship;
- 2.6 To appropriately reward the employee in accordance with section 11 of this agreement; and
- 2.7 To give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining improved service delivery.

**3. COMMENCEMENT AND DURATION**

- 3.1 This Agreement will commence on 01 July 2022 and will remain in force until 30 June 2023 where-after a new Performance Agreement shall be concluded between the parties for the next financial year or any portion thereof;
- 3.2 The Parties will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason;
- 3.4 If at any time during the validity of the agreement the work environment alters to the extent that the contents of the agreement are no longer appropriate, the contents must by mutual agreement between the parties, immediately be revised; and
- 3.5 Any significant amendments or deviations must take cognizance of the requirements of sections 34 and 42 of the Municipal Systems Act and Regulation 4(5) of the Regulations.

**4. PERFORMANCE OBJECTIVES**

- 4.1 The Performance Plan (Annexure A) sets out –

## Performance Agreement 2022/23

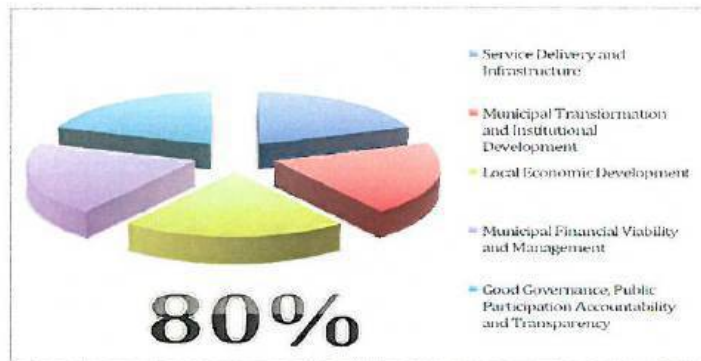
- 4.1.1 The performance objectives and targets that must be met by the Employee;
  - 4.1.2 The timeframes within which those performance objectives and targets must be met; and
  - 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
  - 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
  - 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
  - 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

**5. PERFORMANCE MANAGEMENT SYSTEM**

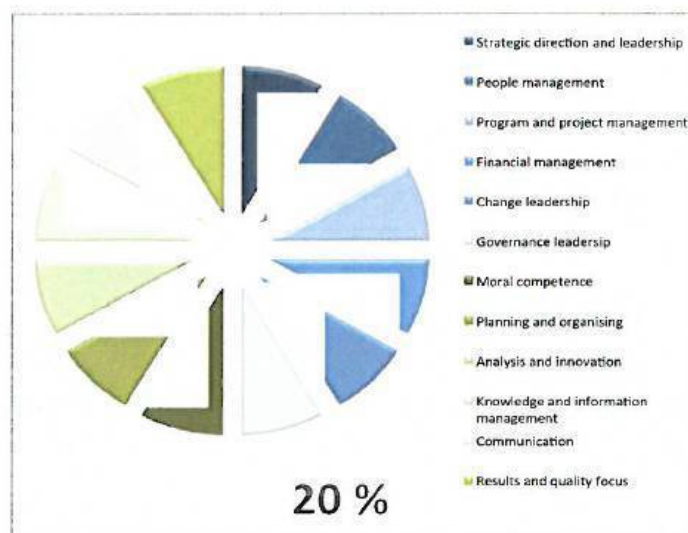
- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the employees and service providers to perform to the standards required;
- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;

## Performance Agreement 2022/23

- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance and Competencies both of which shall be contained in the Performance Agreement;
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan, which are linked to the KPAs, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee:



- 5.7 The Competencies will make up the other 20% of the Employee's assessment score. The Competencies are spilt into two groups, leading competencies (indicated in blue on the graph below) that drive strategic intent and direction and core competencies (indicated in green on the graph below), which drive the execution of the leading competencies.

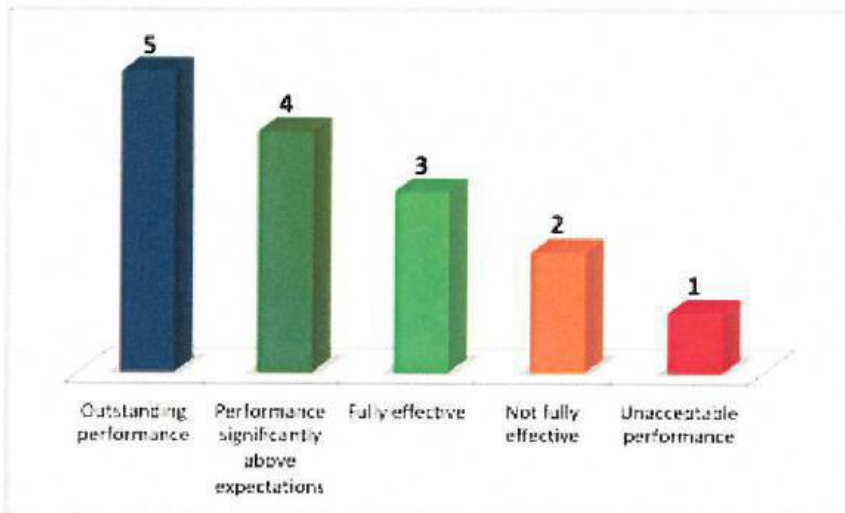


**6. PERFORMANCE ASSESSMENT**

- 6.1 The Performance Plan (Annexure A) to this Agreement sets out –
- 6.1.1 The standards and procedures for evaluating the Employee's performance; and
  - 6.1.2 The intervals for the evaluation of the Employee's performance.
- 6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;
- 6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan (IDP) as described in 6.6 – 6.13 below;
- 6.5 The Employee will submit quarterly performance reports (SDBIP) and a comprehensive annual performance report at the fourth evaluation at least one week prior to the performance assessment meetings to the Evaluation Panel Chairperson for distribution to the panel members for preparation purposes;
- 6.6 Assessment of the achievement of results as outlined in the performance plan:
- 6.6.1 Each KPI or group of KPIs shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI;
  - 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
  - 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
  - 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
  - 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:

Performance Agreement 2022/23

- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360 degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;
  - 6.7.2 A rating on the five-point scale described in 6.10 below shall be provided for each Competency which will then be multiplied by the weighting to calculate the final score; and
  - 6.7.3 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.8 Overall rating
- 6.8.1 An overall rating is calculated by adding the overall scores as calculated in 6.6.5 and 6.7.3 above; and
  - 6.8.2 Such overall rating represents the outcome of the performance appraisal.
- 6.9 The assessment of the performance of the Employee will be based on the following rating scale for KPIs:



Terminology	Description
<b>Outstanding performance</b>	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.
<b>Performance significantly above expectations</b>	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

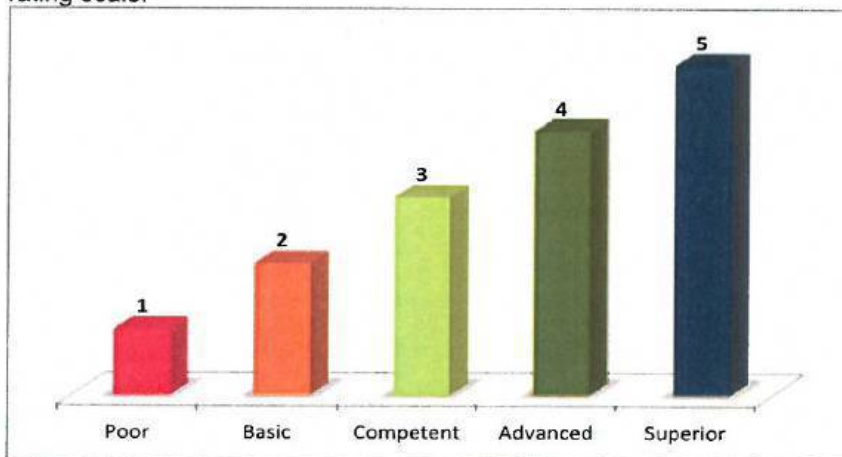
Dir.:  MM: 





Performance Agreement 2022/23

Terminology	Description
	fully achieved all others throughout the year.
<b>Fully effective</b>	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.
<b>Not fully effective</b>	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.
<b>Unacceptable performance</b>	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

6.10 The assessment of the competencies will be based on the following rating scale:



Achievement Level	Description
<b>Poor</b>	Do not apply the basic concepts and methods to proof a basic understanding of local government operations and requires extensive supervision and development interventions.
<b>Basic</b>	Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention.
<b>Competent</b>	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analysis.
<b>Advanced</b>	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analysis.
<b>Superior</b>	Has a comprehensive understanding of local government operations, critical in strategic shaping strategic direction and

Dir.:  MM:   


## Performance Agreement 2022/23

Achievement Level	Description
	change, develops and applies comprehensive concepts and methods.

- 6.11 For purposes of evaluating the performance of the Employee for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established –
- 6.11.1 Municipal Manager;
- 6.11.2 Municipal Manager from another municipality;
- 6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee; and
- 6.11.4 The Member of the Mayoral Committee (Portfolio Chairperson).
- 6.12 The Municipal Manager will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and
- 6.13 The Municipal Manager will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October – December	February 2023
3	January – March	April 2023 (informal)
4	April - June	September 2023

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or






amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 9. OBLIGATIONS OF THE EMPLOYER

9.1 The Employer shall-

- 9.1.1 Create an enabling environment to facilitate effective performance by the employee;
- 9.1.2 Provide access to skills development and capacity building opportunities;
- 9.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- 9.1.4 On the request of the Employee delegate such powers reasonably required by the Employee to enable him to meet the performance objectives and targets established in terms of this Agreement; and
- 9.1.5 Make available to the Employee such resources as the Employee may reasonably require from time to time assisting him to meet the performance objectives and targets established in terms of this Agreement.

## 10. CONSULTATION

- 10.1 The Employer agrees to consult the Employee timeously where the exercising of its powers will have amongst others-
  - 10.1.1 A direct effect on the performance of any of the Employee's functions;
  - 10.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer; and
  - 10.1.3 A substantial financial effect on the Employer.
- 10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 12.1 as soon as is practicable to enable the Employee to take any necessary action with delay.

**11. REWARD**

- 11.1 The evaluation of the Employee's performance will form the basis for acknowledging outstanding performance or correcting unacceptable performance;
- 11.2 It is recorded that by mutual agreement the Parties have decided that no performance bonus will be paid to the Employee as the Employee's total cost of employment package is deemed to be adequate.

**12. MANAGEMENT OF EVALUATION OUTCOMES**

- 12.1 Where the Employer is, any time during the Employee's employment, not satisfied with the Employee's performance with respect to any matter dealt with in this Agreement, the Employer will give notice to the Employee to attend a meeting;
- 12.2 The Employee will have the opportunity at the meeting to satisfy the Employer of the measures being taken to ensure that his performance becomes satisfactory and any programme, including any dates, for implementing these measures;
- 12.3 Where there is a dispute or difference as to the performance of the Employee under this Agreement, the Parties will confer with a view to resolving the dispute or difference; and
- 12.4 In the case of unacceptable performance, the Employer shall –
- 12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and
- 12.4.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

**13. DISPUTE RESOLUTION**

- 13.1 In the event that the Employee is dissatisfied with any decision or action of the Employer in terms of this Agreement, or where a dispute or difference arises as to the extent to which the Employee has achieved the performance objectives and targets established in terms of this Agreement, the Employee may within 3 (three) business days, meet with the Employer with a view to resolving the issue. The Employer will record the outcome of the meeting in writing;
- 13.2 If the Parties cannot resolve the issues within 10 (ten) business days, an independent arbitrator, acceptable to both parties, shall be appointed to resolve the matter within 30 (thirty) business days;

Performance Agreement 2022/23

- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the Executive Mayor to mediate the issues within 30 (thirty) business days of receipt of a formal dispute from the Employee.
- 13.4 The decision of the Executive Mayor shall be final and binding on both parties; and
- 13.5 In the event that the mediation process contemplated above fails, the relevant clause of the Contract of Employment shall apply.

14. GENERAL

- 14.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer; and
- 14.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

Thus, done and signed at HEERMANUS on the 07 day July of ~~June~~ 2022.

*Handwritten initials: D. V. G., D. P. B., and a circled signature.*

AS WITNESSES:

- 1. *Abetain*
- 2. *Spillarsana*

*John Akai*  
MUNICIPAL MANAGER

Dir.: *[Signature]* MM: *[Signature]*

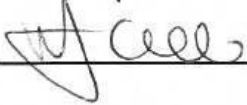
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Performance Agreement 2022/23



Thus, done and signed at Hennams on the 29<sup>th</sup> day June of 2022.




AS WITNESSES:

1. 

2. 

  
DIRECTOR

Dir.  MM: 

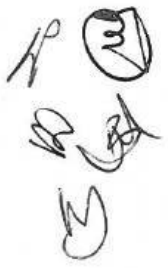
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### Performance Plan

**Director: Management 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	Good Governance and Public Participation	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Communications	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	75%	Updated SDBIP and report	90%	90%	90%	90%	2
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Council & Support services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	91%	Updated SDBIP and report	90%	90%	90%	90%	2
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Human Resources	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	93%	Updated SDBIP and report	90%	90%	90%	90%	2
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Labour Relations & Occupational Health & Safety	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	86%	Updated SDBIP and report	90%	90%	90%	90%	2
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Legal Services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	63%	Updated SDBIP and report	90%	90%	90%	90%	2

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2022/23  
Annexure A Director: MS

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Strategic Services	90% of the KPIs of the sub directorate have been met as per Ignite Dashboard report	90%	Updated SDBIP and report	90%	90%	90%	90%	2
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Systems Development	90% of the KPIs of the sub directorate have been met as per Ignite Dashboard report	67%	Updated SDBIP and report	90%	90%	90%	90%	2
SDBIP Graphs	Municipal Transformation and Institutional Development	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Business Analyst	90% of the KPIs of the sub directorate have been met as per Ignite Dashboard report	100%	Updated SDBIP and report	90%	90%	90%	90%	2
TL20	Municipal Transformation and Institutional Development	The percentage of a municipality's budget (training budget) actually spent on implementing its workplace skills plan (Actual expenditure divided by the budget allocated) (MPPMR Reg. 10 (f))	% of the training budget spent on implementation of the WSP	100%	Expenditure reports from SAMRAS system	20%	40%	60%	100%	3
TL21	Municipal Transformation and Institutional Development	Review the Municipal Organisational Staff Structure by the end of June 2023	Structure reviewed	1	LLF minutes (restructuring) and updated organogram	0	0	0	1	3
TL22	Municipal Transformation and Institutional Development	92% of the approved and funded organogram filled ((actual number of posts filled divided by the funded posts budgeted) x100)	% filled	92.08%	HR statistics on filled and vacant posts	92%	92%	92%	92%	3

2022/23  
Annexure A Director: MS

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
TL23	Municipal Transformation and Institutional Development	The number of people from employment equity target groups employed in the three highest levels of management in compliance with a municipality's approved employment equity plan (MPPMR Reg. 10 (e))	The number of people from EE target groups employed based on staff mobility	71	Monthly report to respective Directors. Extract from Payday	75	75	75	75	3
Dept. SDBIP	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	Draft planning schedules for procuring timeframes for the financial year submitted by end February 2023	1	SCM records – Draft DMP	0	0	1	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Management Services compile and approve all direct staff's performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Management Services conduct mid-year reviews of all direct staff by 30 January 2023 (2022/23 financial year)	% of mid-year reviews conducted	New kpi	IPMS System report	0	0	100%	0	3
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Management Services conduct annual reviews of all direct staff by 30 August 2022 (for previous financial year - 2021/22)	% of annual reviews conducted	New kpi	IPMS System report	0	100%	0	0	3

2022/23  
Annexure A  
Director: MS

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Good Governance and Public Participation	Departmental Annual Report prepared and submitted by the end of July 2022	Report submitted by July	1	Copy of annual report inputs submitted	1	0	0	0	3
Dept. SDBIP	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	85%	Feedback submitted to Manager. Internal Audit	85%	85%	85%	85%	3
Dept. SDBIP	Good Governance and Public Participation	Implement Council resolutions within the required Council item target date (Actual resolutions implemented divided by resolutions assigned to the directorate)	% of Council resolutions implemented	99.17%	Template- Council resolution POE sheet	95%	95%	95%	95%	3
Dept. SDBIP	Good Governance and Public Participation	Quarterly review the report submitted by the Chief Risk Officer (CRO) on the corrective measures implemented to reduce risk areas	Number of risk action/risk management reports submitted	4	Quarterly Risk Action Report/Risk Management Report from the Chief Risk Officer (CRO)	1	1	1	1	2
Dept. SDBIP	Municipal Transformation and Institutional Development	Co-ordinate the finalisation of annual performance agreements of Municipal Manager and section 56 managers by the end of July 2022	Number of performance agreements	6	Cover page and signed signature section of performance agreements	6	0	0	0	2
Dept. SDBIP	Municipal Financial Viability and Management	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	Copies of reports verified	1	1	1	1	2

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Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator report - POE- not on calendar month, but from 15th of previous month to 14th of the current reporting period)	% responded to within 14 days	New kpi	Collaborator report	90%	90%	90%	90%	2
Dept. SDBIP	Good Governance and Public Participation	Submit the final Annual report and oversight report to Council before 31 March 2023	Final Annual report and oversight report completed	1	Minutes of Council meeting during which it was discussed	0	0	1	0	4
Dept. SDBIP	Good Governance and Public Participation	Submit the final top layer SDBIP to the Mayor within 14 days after approval of the budget	Top layer SDBIP submitted	1	Cover letter to Mayor on TL SDBIP submission	0	0	0	1	4
Dept. SDBIP	Good Governance and Public Participation	Prepare the final IDP for submission to Council by the end of May 2023	Final IDP submitted	1	Council resolution of the approved IDP	0	0	0	1	4
Dept. SDBIP	Good Governance and Public Participation	100% compliance with the deliverables as per Compliance Assist	% compliance	100%	Compliance assist report	100%	100%	100%	100%	3
Dept. SDBIP	Basic Service Delivery	95% of the total approved capital budget spent (Actual expenditure divided by the total approved capital budget)	% of the capital budget spent	95.67%	Expenditure report from SAMRAS	5%	20%	55%	95%	4

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2022/23  
Annexure A Director: MS

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Basic Service Delivery	95% of the total approved operational budget spent (Actual expenditure divided by the total approved operational budget)	% of the operational budget spent	87.46%	Expenditure report from SAMRAS	20%	40%	60%	95%	4
										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
<b>LEADING COMPETENCIES</b>		
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"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	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"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	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"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>	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"> <li>• Budget planning and execution</li> </ul>	1.67

Competency	Definition	Weight
	<ul style="list-style-type: none"> <li>Financial strategy and delivery</li> <li>Financial reporting and delivery</li> </ul>	
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"> <li>Change vision and strategy</li> <li>Process design and improvement</li> <li>Change impact monitoring and evaluation</li> </ul>	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"> <li>Policy formulation</li> <li>Risk and compliance management</li> <li>Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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

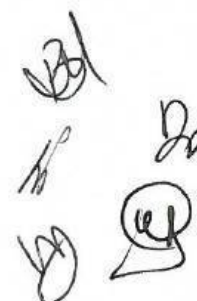
## Competency Framework

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## Annexure B

2022/23

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



## Annexure B

2022/23

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

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## Annexure B

2022/23

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

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## Annexure B

2022/23

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

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## Annexure B

2022/23

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

## Annexure B

2022/23

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

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

## Annexure B

2022/23

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

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

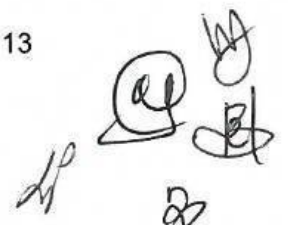
Cluster		Core Competencies	
Competency Name		Knowledge and Information Management	
Competency Definition		Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government	
ACHIEVEMENT LEVELS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

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

## Annexure B

2022/23

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



## Personal Development Plan

Director: Management Services

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Annexure C 2022/23

Skills Performance Gap	Outcomes Expected	Suggested training and/or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1.						
2.						
3.						


Signed and accepted by the Employee

[Signature]

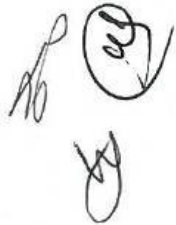
Date: 30/6/2022

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TO  
NO  
[Signature]

Signed by the Municipal Manager on behalf of the Municipality

  
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Date: 07/07/2022



# OVERSTRAND MUNICIPALITY



**Performance Agreement  
for the financial year  
1 July 2022 – 30 June 2023**

**DIRECTOR: PROTECTION SERVICES**

*Handwritten signature*

## Performance Agreement 2022/23

Performance agreement made and entered into by and between

The Overstrand Municipality and represented by Dean O'Neill, the Municipal Manager (*herein and after referred as Employer*)

and

Neville Michaels, the Director: Protection Services (*herein and after referred as Employee*) for the period 1 July 2022 to 30 June 2023

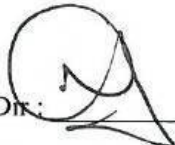



Where as

- a. The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred as "the Parties";
- b. Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the Parties to conclude an annual performance agreement;
- c. The Parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will promote local government goals; and
- d. The Parties wish to ensure that there is compliance with Sections 57(4B) and 57(5) of the Systems Act.

## 1. INTERPRETATION

- 1.1 In this Agreement the followings terms will have the meaning ascribed thereto:
  - 1.1.1 "this Agreement" – means the performance agreement between the Employer and the employee and the Annexures thereto;
  - 1.1.2 "the Executive Authority" – means the Mayoral Committee of the Municipality constituted in terms of Section 55 of the Local Government: Municipal Structures Act 117 of 1998 ("the Structures Act") as represented by its chairperson, the Executive Mayor;
  - 1.1.3 "the Employee" means the Director appointed in terms of Section 82 of the Structures Act;
  - 1.1.4 "the Employer" means Overstrand Municipality; and
  - 1.1.5 "the Parties" means the Employer and Employee.

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**2. PURPOSE OF THIS AGREEMENT**

- 2.1 To comply with the provisions of Section 57(1)(b),(4B) and (5) of the Systems Act as well as the Contract of Employment entered into between the Parties;
- 2.2 To specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance targets and accountabilities;
- 2.3 To specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4 To monitor and measure performance against set targeted outputs and outcomes;
- 2.5 To establish a transparent and accountable working relationship;
- 2.6 To appropriately reward the employee in accordance with section 11 of this agreement; and
- 2.7 To give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining improved service delivery.





**3. COMMENCEMENT AND DURATION**

- 3.1 This Agreement will commence on 01 July 2022 and will remain in force until 30 June 2023 where-after a new Performance Agreement shall be concluded between the parties for the next financial year or any portion thereof;
- 3.2 The Parties will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason;
- 3.4 If at any time during the validity of the agreement the work environment alters to the extent that the contents of the agreement are no longer appropriate, the contents must by mutual agreement between the parties, immediately be revised; and
- 3.5 Any significant amendments or deviations must take cognizance of the requirements of sections 34 and 42 of the Municipal Systems Act and Regulation 4(5) of the Regulations.

**4. PERFORMANCE OBJECTIVES**

- 4.1 The Performance Plan (Annexure A) sets out –

3

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## Performance Agreement 2022/23



- 4.1.1 The performance objectives and targets that must be met by the Employee;
  - 4.1.2 The timeframes within which those performance objectives and targets must be met; and
  - 4.1.3 The competencies (Annexure B – definitions in terms of Regulation 21 of 17 January 2014) required to operate effectively as senior managers in the local government environment.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include:
- 4.2.1 Key objectives that describe the main tasks that need to be done;
  - 4.2.2 Key performance indicators that provide the details of the evidence that must be provided to show that a key objective has been achieved;
  - 4.2.3 Target dates that describe the timeframe in which the targets must be achieved; and
  - 4.2.4 Weightings showing the relative importance of the key objectives to each other.
- 4.3 The Personal Development Plan (Annexure C) sets out the Employee's personal development requirements in line with the objectives and targets of the Employer; and
- 4.4 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

**5. PERFORMANCE MANAGEMENT SYSTEM**

- 5.1 The Employee agrees to participate in the performance management system that the Employer adopted for the employees of the Employer;
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the employees and service providers to perform to the standards required;
- 5.3 The Employer must consult the Employee about the specific performance standards and targets that will be included in the performance management system applicable to the Employee;

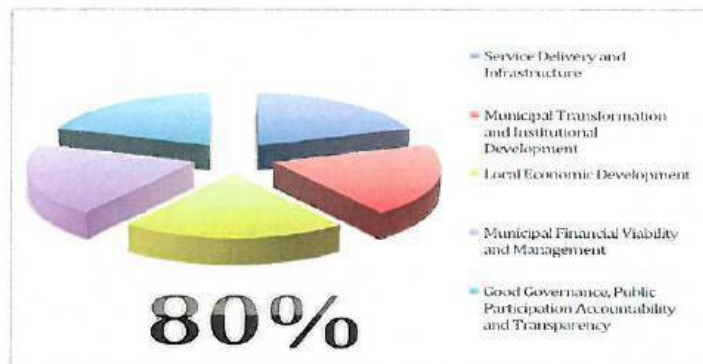
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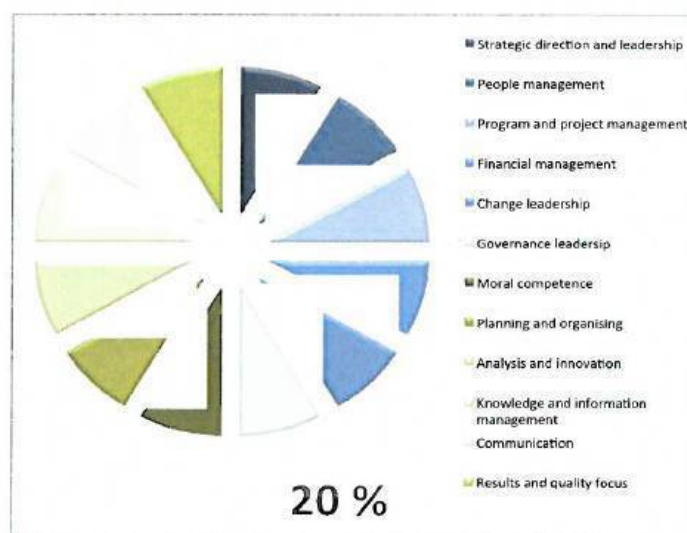
 

## Performance Agreement 2022/23





- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the key performance indicators (including special projects relevant to the employee's responsibilities) within the local government framework;
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, Operational Performance and Competencies both of which shall be contained in the Performance Agreement;
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan, which are linked to the KPAs, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee:



- 5.7 The Competencies will make up the other 20% of the Employee's assessment score. The Competencies are split into two groups, leading competencies (indicated in blue on the graph below) that drive strategic intent and direction and core competencies (indicated in green on the graph below), which drive the execution of the leading competencies.



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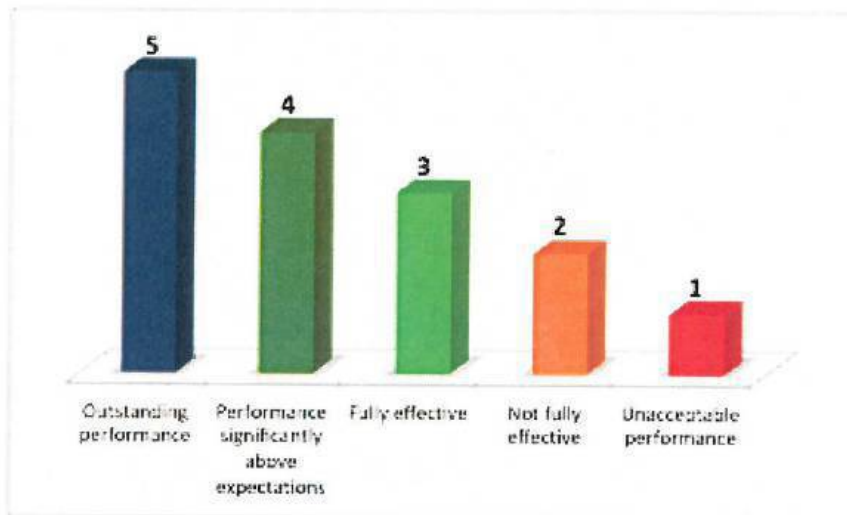
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**6. PERFORMANCE ASSESSMENT**

- 6.1 The Performance Plan (Annexure A) to this Agreement sets out –
- 6.1.1 The standards and procedures for evaluating the Employee's performance; and
  - 6.1.2 The intervals for the evaluation of the Employee's performance.
- 6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;
- 6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan (IDP) as described in 6.6 – 6.13 below;
- 6.5 The Employee will submit quarterly performance reports (SDBIP) and a comprehensive annual performance report at the fourth evaluation at least one week prior to the performance assessment meetings to the Evaluation Panel Chairperson for distribution to the panel members for preparation purposes;
- 6.6 Assessment of the achievement of results as outlined in the performance plan:
- 6.6.1 Each KPI or group of KPIs shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI;
  - 6.6.2 A rating on the five-point scale described in 6.9 below shall be provided for each KPI or group of KPIs which will then be multiplied by the weighting to calculate the final score;
  - 6.6.3 The Employee will submit his self-evaluation to the Employer prior to the formal assessment;
  - 6.6.4 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and
  - 6.6.5 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.7 Assessment of the Competencies:

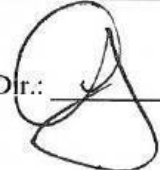



Performance Agreement 2022/23

- 6.7.1 Each Competency will be assessed in terms of the descriptions provided (Annexure B) on a 360-degree basis during the mid-year and year-end reviews and will inform the final score awarded by the evaluation committee. 360 degree means that the employee's peers and managers reporting to him will assess his/her Competencies;
  - 6.7.2 A rating on the five-point scale described in 6.10 below shall be provided for each Competency which will then be multiplied by the weighting to calculate the final score; and
  - 6.7.3 An overall score will be calculated based on the total of the individual scores calculated above.
- 6.8 Overall rating
- 6.8.1 An overall rating is calculated by adding the overall scores as calculated in 6.6.5 and 6.7.3 above; and
  - 6.8.2 Such overall rating represents the outcome of the performance appraisal.
- 6.9 The assessment of the performance of the Employee will be based on the following rating scale for KPIs:



Terminology	Description
<b>Outstanding performance</b>	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.
<b>Performance significantly above expectations</b>	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

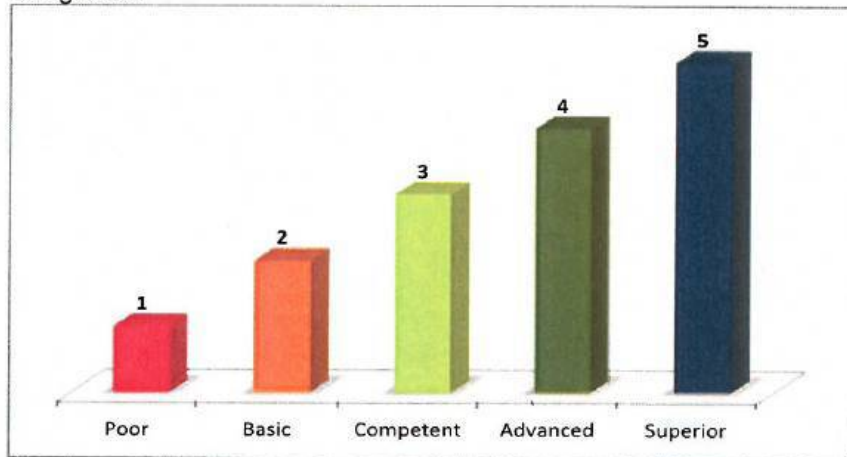
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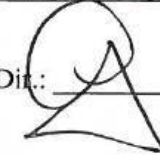



Performance Agreement 2022/23

Terminology	Description
	fully achieved all others throughout the year.
<b>Fully effective</b>	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.
<b>Not fully effective</b>	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.
<b>Unacceptable performance</b>	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

6.10 The assessment of the competencies will be based on the following rating scale:



Achievement Level	Description
<b>Poor</b>	Do not apply the basic concepts and methods to proof a basic understanding of local government operations and requires extensive supervision and development interventions.
<b>Basic</b>	Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention.
<b>Competent</b>	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analysis.
<b>Advanced</b>	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analysis.
<b>Superior</b>	Has a comprehensive understanding of local government operations, critical in strategic shaping strategic direction and

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## Performance Agreement 2022/23

Achievement Level	Description
	change, develops and applies comprehensive concepts and methods.





- 6.11 For purposes of evaluating the performance of the Employee for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established –
- 6.11.1 Municipal Manager;
- 6.11.2 Municipal Manager from another municipality;
- 6.11.3 Chairperson of the Performance Audit Committee or in his/her absence thereof, the Chairperson of the Audit Committee; and
- 6.11.4 The Member of the Mayoral Committee (Portfolio Chairperson).
- 6.12 The Municipal Manager will evaluate the performance of the Employee as at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters; and
- 6.13 The Municipal Manager will give performance feedback to the Employee within five (5) working days after each quarterly and annual assessment meetings.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

Quarter	Review Period	Review to be completed by
1	July - September	October 2022 (informal)
2	October - December	February 2023
3	January - March	April 2023 (informal)
4	April - June	September 2023

- 7.2 The Employer shall keep a record of the mid-year and year-end assessment meetings;
- 7.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure A from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or

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amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure C. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 9. OBLIGATIONS OF THE EMPLOYER

### 9.1 The Employer shall-

- 9.1.1 Create an enabling environment to facilitate effective performance by the employee;
- 9.1.2 Provide access to skills development and capacity building opportunities;
- 9.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- 9.1.4 On the request of the Employee delegate such powers reasonably required by the Employee to enable him to meet the performance objectives and targets established in terms of this Agreement; and
- 9.1.5 Make available to the Employee such resources as the Employee may reasonably require from time to time assisting him to meet the performance objectives and targets established in terms of this Agreement.

## 10. CONSULTATION

- 10.1 The Employer agrees to consult the Employee timeously where the exercising of its powers will have amongst others-
  - 10.1.1 A direct effect on the performance of any of the Employee's functions;
  - 10.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer; and
  - 10.1.3 A substantial financial effect on the Employer.
- 10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 12.1 as soon as is practicable to enable the Employee to take any necessary action with delay.

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**11. REWARD**

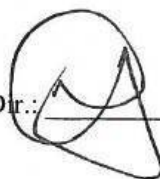



- 11.1 The evaluation of the Employee's performance will form the basis for acknowledging outstanding performance or correcting unacceptable performance;
- 11.2 It is recorded that by mutual agreement the Parties have decided that no performance bonus will be paid to the Employee as the Employee's total cost of employment package is deemed to be adequate.

**12. MANAGEMENT OF EVALUATION OUTCOMES**

- 12.1 Where the Employer is, any time during the Employee's employment, not satisfied with the Employee's performance with respect to any matter dealt with in this Agreement, the Employer will give notice to the Employee to attend a meeting;
- 12.2 The Employee will have the opportunity at the meeting to satisfy the Employer of the measures being taken to ensure that his performance becomes satisfactory and any programme, including any dates, for implementing these measures;
- 12.3 Where there is a dispute or difference as to the performance of the Employee under this Agreement, the Parties will confer with a view to resolving the dispute or difference; and
- 12.4 In the case of unacceptable performance, the Employer shall –
- 12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and
- 12.4.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

**13. DISPUTE RESOLUTION**

- 13.1 In the event that the Employee is dissatisfied with any decision or action of the Employer in terms of this Agreement, or where a dispute or difference arises as to the extent to which the Employee has achieved the performance objectives and targets established in terms of this Agreement, the Employee may within 3 (three) business days, meet with the Employer with a view to resolving the issue. The Employer will record the outcome of the meeting in writing;

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Performance Agreement 2022/23

- 13.2 If the Parties cannot resolve the issues within 10 (ten) business days, an independent arbitrator, acceptable to both parties, shall be appointed to resolve the matter within 30 (thirty) business days;
- 13.3 In the instance where the matters referred to in 13.2 were not successfully resolved, the matter shall be referred to the Executive Mayor to mediate the issues within 30 (thirty) business days of receipt of a formal dispute from the Employee.
- 13.4 The decision of the Executive Mayor shall be final and binding on both parties; and
- 13.5 In the event that the mediation process contemplated above fails, the relevant clause of the Contract of Employment shall apply.

14. GENERAL

- 14.1 The contents of this agreement and the outcome of any review conducted in terms of Annexure A may be made available to the public by the Employer; and
- 14.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

Thus, done and signed at HERMANUS on the 7<sup>th</sup> day July of 2022.

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*[Handwritten initials]*

AS WITNESSES:

- 1. *[Handwritten signature]*
- 2. *[Handwritten signature]*

*[Handwritten signature]*  
 MUNICIPAL MANAGER

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*[Handwritten initials]*

Performance Agreement 2022/23

Thus, done and signed at Hermanus on the 4<sup>th</sup> day ~~June~~<sup>July</sup> of 2022.

*[Handwritten initials]*

AS WITNESSES:

1.

*[Handwritten signature]*

2.

*[Handwritten signature]*

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DIRECTOR

Dir.:

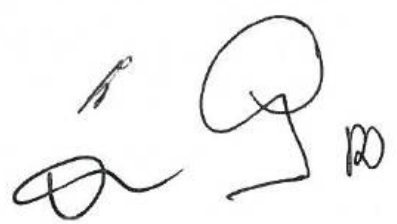
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### Performance Plan

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**Director: Protection 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.

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## 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: Fire & Disaster Management and Security Services	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	67%	Updated SDBIP and report	90%	90%	90%	90%	4
SDBIP Graphs	Basic Service Delivery	Effective Management and supervision of the SDBIP on the KPIs of Sub-Directorate: Traffic Services, Law Enforcement & Task Team	90% of the KPI's of the sub directorate have been met as per Ignite Dashboard report	90%	Updated SDBIP and report	90%	90%	90%	90%	5
TL24	Basic Service Delivery	Annually review and submit the draft Disaster Management Plan to Council by the end of March	Reviewed plan submitted	1	Council Minutes noting the draft Reviewed Disaster Management Plan	0	0	1	0	5
TL25	Basic Service Delivery	Arrange public awareness sessions on Protection Services	Number of sessions held	103	Quarterly statistical report	15	22	35	38	4
TL26	Basic Service Delivery	Collect R20,000,000 Public Safety Income by 30 June 2023 (Actual revenue, excluding the fine impairment amount)	R-value of public safety collected income	R19716064.01	SAMRAS report & Journal for fines impairment	5 000 000	5 000 000	5 000 000	5 000 000	6

2022/23  
Annexure A Director: PS

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	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	Draft planning schedules for procuring timeframes for the financial year submitted by end February 2023	1	SCM records – Draft DMP	0	0	1	0	5
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Protection Services compile and approve all direct staff's performance agreements by 30 July 2022 (2022/23 financial year)	% of staff agreements approved	New kpi	IPMS System report	100%	0	0	0	4
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Protection Services conduct mid-year reviews of all direct staff by 30 January 2023 (2022/23 financial year)	% of mid-year reviews conducted	New kpi	IPMS System report	0	0	100%	0	4
Dept. SDBIP	Municipal Transformation and Institutional Development	Director: Protection Services conduct annual reviews of all direct staff by 30 August 2022 (for previous financial year - 2021/22)	% of annual reviews conducted	New kpi	IPMS System report	100%	0	0	0	4
Dept. SDBIP	Good Governance and Public Participation	Quarterly report on traffic, licensing, fire, disaster management, security services and law enforcement to the Protection Services Portfolio Committee	Quarterly report to the Portfolio Committee	4	Quarterly reports- quarterly statistics submitted by User departments to the Protection Services Portfolio Committee	1	1	1	1	4
Dept. SDBIP	Good Governance and Public Participation	Departmental Annual Report prepared and submitted by the end of July 2022	Report submitted by end July	1	Copy of annual report inputs submitted	1	0	0	0	5

2022/23  
Annexure A Director: PS

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	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	85%	Feedback submitted to Manager. Internal Audit	85%	85%	85%	85%	4
Dept. SDBIP	Good Governance and Public Participation	Implement Council resolutions within the required Council item target date (Actual resolutions implemented divided by resolutions assigned to the directorate)	% of Council resolutions implemented	95.83%	Template- Council resolution POE sheet	95%	95%	95%	95%	4
Dept. SDBIP	Good Governance and Public Participation	Quarterly review the report submitted by the Chief Risk Officer (CRO) on the corrective measures implemented to reduce risk areas	Number of risk action/risk management reports submitted	4	Quarterly Risk Action Report/Risk Management Report from the Chief Risk Officer (CRO)	1	1	1	1	5
Dept. SDBIP	Municipal Financial Viability and Management	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	Copies of reports verified	1	1	1	1	5

Ref No	National KPA	Key Performance Indicator (KPI)	Unit of Measurement	Baseline	Portfolio of evidence	Targets				Weight
						Q1	Q2	Q3	Q4	
Dept. SDBIP	Good Governance and Public Participation	Respond to 90% of all standard (non-statutory) queries/complaints/requests and memorandums within 14 days from when the request is received via the Collaborator system (Generate collaborator report - POE- not on calendar month, but from 15th of the previous month to 14th of the current reporting period)	% responded to within 14 days	New kpi	Collaborator report	90%	90%	90%	90%	4
Dept. SDBIP	Basic Service Delivery	95% of the total approved operational budget spent (Actual expenditure divided by the total approved operational budget)	% of the operational budget spent	92.22%	Expenditure report from SAMRAS	20%	40%	60%	95%	4
Dept. SDBIP	Basic Service Delivery	95% of the total approved capital budget spent (Actual expenditure divided by the total approved capital budget)	% of the capital budget spent	54%	Expenditure report from SAMRAS	5%	20%	55%	95%	4
80										

2022/23  
Director: PS

## Annexure A

## 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.

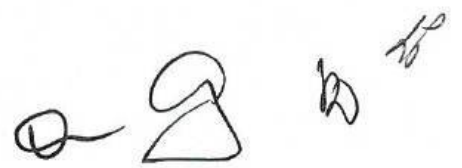
Competency	Definition	Weight
<b>LEADING COMPETENCIES</b>		
Strategic direction and leadership	<p>Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate. It includes:</p> <ul style="list-style-type: none"> <li>• Impact and influence</li> <li>• Institutional performance management</li> <li>• Strategic planning and management</li> <li>• Organisational awareness</li> </ul>	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"> <li>• Human capital planning and development</li> <li>• Diversity management</li> <li>• Employee relations management</li> <li>• Negotiation and dispute management</li> </ul>	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"> <li>• Program and project planning and implementation</li> <li>• Service delivery management</li> <li>• Program and project monitoring and evaluation</li> </ul>	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"> <li>• Budget planning and execution</li> </ul>	1.67

Competency	Definition	Weight
	<ul style="list-style-type: none"> <li>Financial strategy and delivery</li> <li>Financial reporting and delivery</li> </ul>	
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"> <li>Change vision and strategy</li> <li>Process design and improvement</li> <li>Change impact monitoring and evaluation</li> </ul>	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"> <li>Policy formulation</li> <li>Risk and compliance management</li> <li>Cooperative governance</li> </ul>	1.67
<b>CORE COMPETENCIES</b>		
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

*[Handwritten signatures and initials]*

## Competency Framework

1



## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

2022/23

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

## Annexure B

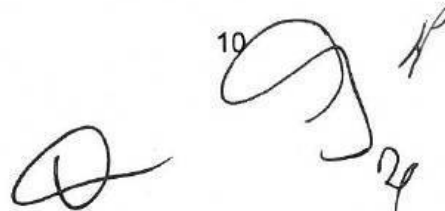
2022/23

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

## Annexure B

2022/23




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

10  


## Annexure B

2022/23

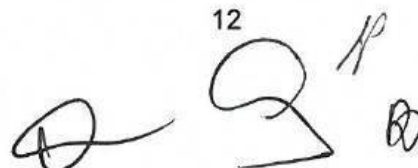
Cluster		Core Competencies	
Competency Name		Knowledge and Information Management	
Competency Definition		Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government	
ACHIEVEMENT LEVELS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

11  




## Annexure B

2022/23

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

12  


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

**Personal Development Plan**

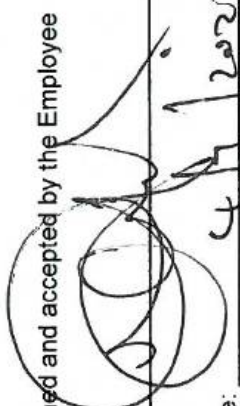
**Director: Protection Services**

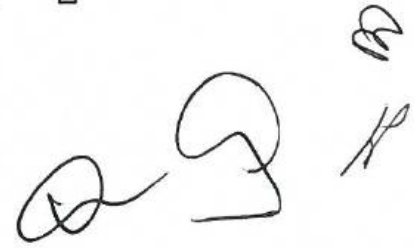
Handwritten initials and signatures in the bottom right corner of the page. There are two distinct sets of initials, one appearing to be 'P' and the other 'G', both with a small 'B' or similar mark next to them.

Annexure C 2022/23

Skills Performance Gap	Outcomes Expected	Suggested training and /or development activity	Suggested mode of delivery	Suggested Time Frames	Work opportunity created to practice skill/development area	Support Person
1.						
2.						
3.						

Signed and accepted by the Employee

  
 Date: 4/7/2022



Signed by the Municipal Manager on behalf of the Municipality



Date: 07/07/2022

