

DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

NO. 1074

23 SEPTEMBER 2016

LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO. 32 OF 2000)**DRAFT LOCAL GOVERNMENT: MUNICIPAL STAFF REGULATIONS**

I, **David Douglas Des Van Rooyen**, Minister for Cooperative Governance and Traditional Affairs, hereby, under section 72, read with section 120 of the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000), make the Regulations in the Schedule.

The draft Regulations are published for public comment in terms of section 120(4) of the Municipal Systems Act. Interested persons are invited to submit written comments on the draft regulations to the Department on or before 22 November 2016 to the following address:

By post: The Acting Director-General (Marked for the attention of: Mr Jackey Maepa)
Department of Cooperative Governance
Private Bag X804
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By email: MSAregulations@cogta.gov.za

Due to the large volume, copies of the draft Regulations will only be made available electronically. The electronic copy of the draft Regulations is obtainable from the website of the Department of Cooperative Governance at: www.cogta.gov.za, and may also be obtained from the Government Printers.

Any enquiries in connection with the draft Regulations may be directed to Mr Tebogo Motlashuping or Jackey Maepa or Ms Nakedi Monyela on telephone number (012) 336 5763 or (012) 334 4915 or (012) 334 0754.

DES VAN ROOYEN, MP
MINISTER FOR COOPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

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CHAPTER 1

INTERPRETATION AND APPLICATION

Definitions

1. In these Regulations, any word or expression to which a meaning has been assigned by the Act, shall bear the same meaning assigned to it in the Act and unless the context indicates otherwise.

"bargaining council" means the bargaining council established for municipalities contemplated in section 71 of the Municipal Systems Act;

"Basic Conditions of Employment Act" means the Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997);

"CCMA" means the Commission for Conciliation, Mediation and Arbitration established in terms of section 112 of the Labour Relations Act;

"competency" means the skills, knowledge, experience and qualifications that are required to perform a job effectively;

"Constitution" means the Constitution of the Republic of South Africa, 1996;

"Employment Equity Act" means the Employment Equity Act, 1998 (Act No. 55 of 1998);

"financial misconduct" means any misappropriation, mismanagement, waste, or theft of finances of a municipality or municipal entity, and also includes any form of financial misconduct specifically set out in sections 171 and 172 of the Municipal Finance Management Act;

"financial year" means the financial year of a municipality as prescribed in terms of the Municipal Finance Management Act;

"grievance" means any dissatisfaction, perceived or otherwise, on the part of a staff member arising from factors that include a staff member's job, working environment or the municipality's employment practices;

"job" means the basic duties, functions, tasks, competency requirements and responsibilities according to which one or more posts of the same grade are established;

"job evaluation" means the systematic process of assessing the job content and ranking jobs according to a consistent set of job characteristics to create a job worth hierarchy that determines and illustrates where each job fits in the municipality relative to other jobs in the municipality;

"job grade" means the relative value of a particular job as determined through the formal job evaluation process;

"KPA" means key performance areas;

"KPI" means key performance indicators;

"Labour Relations Act" means the Labour Relations Act, 1995 (Act No. 66 of 1995);

"legal practitioner" means any person admitted to practise as an advocate or an attorney in the Republic;

"**LGSETA**" means the Local Government Sector Education and Training Authority established in terms of section 9 of the Skills Development Act, 1998 (Act No. 97 of 1998);

"**mayor**" means the mayor or executive mayor of a municipality as elected in terms of the Municipal Structures Act;

"**Medical Schemes Act**" means the Medical Schemes Act, 1998 (Act No. 131 of 1998);

"**moderation**" means the process of aligning the distribution of staff members' individual performance ratings to the performance level of the municipality and, if applicable, the municipality's department in the performance cycle;

"**Municipal Finance Management Act**" means the Local Government: Municipal Finance Management Act, 2003 (Act No. 56 of 2003);

"**Municipal Structures Act**" means the Local Government: Municipal Structures Act, 1998 (Act No. 117 of 1998);

"**National Archives of South Africa Act**" means the National Archives of South Africa Act, 1996 (No.43 of 1996);

"**notch increase**" means the difference between a staff member's current salary and the salary at the next notch on the salary scale at the same job level;

"**Pension Funds Act**" means the Pension Funds Act, 1956 (Act No. 24 of 1956);

"**Protected Disclosures Act**" means the Protected Disclosures Act, 2000 (Act No. 26 of 2000);

"**performance agreement**" means a written agreement concluded annually between a municipality and a staff member that sets out the agreed KPAs and KPIs within a performance cycle;

"**performance cycle**" means the period commencing 1 July annually and ending 30 June of the following year;

"**portfolio of evidence**" means the documentary evidence on progress made by a staff member towards achievement of that staff member's KPAs;

"**post**" means a post on the approved staff establishment for which financial provision exists;

"**salary scale**" means the minimum and maximum salary that may be payable for the job level;

"**SDBIP**" means the Service Delivery and Budget Implementation Plan as defined in the Municipal Finance Management Act;

"**senior manager**" means a municipal manager or acting municipal manager, appointed in terms of section 54A of the Municipal Systems Act and a manager or acting manager directly accountable to a municipal manager appointed in terms of section 56 of the Municipal Systems Act;

"**skills audit**" means the process of measuring whether a staff member has the necessary background, skills, knowledge and competencies to perform effectively within a particular post;

"**staff establishment**" means the approved posts created for the normal and regular requirements of a municipality;

"**staff member**" for the purpose of these regulations means an employee of a municipality, but excludes senior managers;

"**structured learning programme**" refers to a short or long credit or non-credit training programme that may include learnership, apprenticeship or a tertiary level programme at under-graduate or post-graduate level;

"**the Act**" means the Municipal Systems Act, 2000 (Act No. 32 of 2000);

"**trade unions**" means the trade unions recognised within the bargaining council established for municipalities nationally;

"**supervisor**" means a staff member's line manager; and

"**working days**" means days upon which a staff member ordinarily works.

Scope of application

2. (1) These Regulations apply to—

(a) all municipalities as defined in section 2 of the Act; and

(b) all staff members of a municipality.

(2) These Regulations must be read in conjunction with the Local Government: Regulations on Minimum Competency Levels, 2007, Government Notice No. 493 as published in Government Gazette No. 29967.

(3) Unless otherwise specified in these Regulations, these Regulations do not apply to—

(a) all senior managers; and

(b) persons participating in the national public works programme or a similar scheme.

(4) The Minister may by notice in the *Gazette* extend the application of these Regulations to a municipal entity.

Inclusion of terms and conditions in employment contracts

3. The terms and conditions of employment set out in these Regulations constitute terms and conditions of any contract of employment with a staff member of a municipality unless any other labour legislation or collective agreement provides a term or condition that is more favourable to the staff member.

Guidelines

4. These Regulations must be read in conjunction with the Guidelines (Government Gazette No _____) published by the Minister in terms of section 72, read with section 120 of the Act.

CHAPTER 2**STAFF ESTABLISHMENT, JOB DESCRIPTION AND JOB EVALUATION****Human resource planning**

5. (1) This chapter applies to all municipal staff, including senior managers.
- (2) A municipal council must —
- (a) determine the municipality's staff establishment in each of its departments or staff supply planning by race, gender, disability, occupational level and grade with reference to their competencies, training needs and capacities;
- (b) determine the staff establishment necessary to perform its functions or staff demand planning, with particular reference to—
- (i) the number of staff members required;
- (ii) the minimum competencies which the staff members must possess; and
- (iii) the posts and post levels in which each of the staff members will be appointed; and
- (c) plan for the recruitment, retention and development of staff members according to the municipality's requirements within the available budgeted funds, including funds for the remaining period of the relevant medium-term revenue and expenditure framework.
- (3) The plan referred to in subregulation (1)(c) must—
- (a) be aligned to the municipality's integrated development plan, budget, employment equity plan, skills development strategy and workplace skills plan as contemplated in Chapter 7 of these Regulations;
- (b) set realistic goals and measurable targets for achieving representativeness, taking into consideration subregulation (4);
- (c) include targets for the training of staff members per occupational category and of specific staff members, with specific plans to meet the training needs of historically disadvantaged persons; and
- (d) provide mechanisms and procedures for dealing with staff members affected by the abolition of unnecessary posts in terms of the Labour Relations Act.
- (4) A municipality, in consultation with the parties identified in section 16 of the Employment Equity Act, must develop and implement an affirmative action programme, which must contain, as a minimum, the following:
- (a) A policy statement that sets out the municipality's commitment to affirmative action and how that policy will be implemented.
- (b) Numeric and time-bound targets for achieving representativeness.
- (c) Annual statistics on the appointment; training and promotion within each grade of each occupational category of historically disadvantaged persons.
- (d) A plan for redressing numeric under-representativeness and supporting the advancement of historically disadvantaged persons.

(5) A municipality must make the human resource plan and the affirmative action programme known to staff members within the municipality in a manner that is accessible to all staff members.

Determination of staff establishment

6. (1) A municipality may—

(a) within its administrative and financial capacity at least establish separate departments—

- (i) for development and town planning functions;
- (ii) to provide municipal public works and basic services to communities;
- (iii) to provide community services;
- (iv) to manage the municipality's finances; and
- (v) to provide corporate support services.

(b) provide sufficient capacity to support—

- (i) the offices of the mayor, speaker and whip; and
- (ii) the office of the municipal manager.

(2) The maximum number of staff members for offices of the mayor, speaker and whip is set out in the table below:

| Municipal grading determined in terms of upper limits for municipal councils at the commencement of tenure of office of council | Office | | |
|---|--------|---------|------|
| | Mayor | Speaker | Whip |
| 6 | 6 | 3 | 2 |
| 5 | 5 | 3 | 2 |
| 4 | 4 | 2 | 1 |
| 3 | 3 | 1 | 1 |
| 2 | 2 | 1 | 0 |
| 1 | 0 | 0 | 0 |

(3) A municipality may, in exceptional circumstances and upon good cause shown, and in consultation with the relevant MEC for local government, deviate from the requirements of subregulation (1)(a) after considering the following factors:

- (a) The category or type of the municipality.
- (b) The duties and functions of the municipality.
- (c) The gross income, the area of jurisdiction and the nature of the settlement within the municipality.
- (d) The financial capacity of the municipality.
- (e) The need for the promotion of equality and uniform norms and standards.

Procedure for determining staff establishment

7. (1) A municipal manager must review the staff establishment of a municipality having regard to—

- (a) these Regulations;
- (b) the matters listed in Part B of Schedule 4 to the Constitution and Part B of Schedule 5 to the Constitution;
- (c) Chapter 5 of the Municipal Structures Act; and
- (d) the municipality's strategic objectives including its core and support functions, within 12 months of one of the following:
 - (i) the promulgation of these Regulations;
 - (ii) the election of a new municipal council; or
 - (iii) the adoption of a new integrated development plan of the municipality as contemplated in section 25 of the Municipal Systems Act;
 - (iv) material changes to the functions of a municipality; and
 - (v) the determination of new municipal boundaries.

(2) A municipality that has reviewed its staff establishment two years before the promulgation of these Regulations is exempted from the provisions of subregulation (1)(d).

(3) The municipal manager shall consult the staff establishment with recognised trade unions within the local labour forum.

(4) The municipal manager must within 14 days of reviewing the staff establishment submit a report and the proposed new staff establishment for approval by the municipal council.

- (5) The municipal manager's report to the municipal council must—
- (a) outline the process followed in drafting the staff establishment;
 - (b) set out the mandate and service delivery priorities for the municipality and how the proposed staff establishment addresses these;
 - (c) summarise the proposed posts that will—
 - (i) materially change;
 - (ii) change to a limited or non-material degree;
 - (iii) be abolished; and
 - (iv) not be affected by the changes;
 - (d) motivate any proposed changes, including an analysis of the strengths, weaknesses and limitations of the current establishment;
 - (e) provide details of the financial implications of the changes, including but not limited to the outcomes of job evaluation processes, staff remuneration costs, costs for the relocation of staff, if any, and costs of new facilities and equipment, if any;
 - (f) outline the non-financial implications of the changes, including the impact on existing staff and key stakeholders within the municipality;
 - (g) propose project plan that specifies the timeframes within which the implementation will take place; and
 - (h) outline the stakeholder and change management requirements.

(6) The municipal council must, upon receipt of the review report and proposed staff establishment, at its next meeting or as soon as practicable, approve the staff establishment, with or without amendments.

Job descriptions

8 (1) Every post on the staff establishment of a municipality must have a written job description.

(2) The municipality must keep a record of job descriptions for all posts.

(3) The supervisor must develop, and where appropriate, review a job description for a post that the supervisor is responsible for.

(4) A job description must contain at least the job title, objectives of the job, the location of the job on the staff establishment, key responsibilities, competencies and requirements of the relevant job.

(5) A job description may be reviewed at least once every five years following the reorganisation of the municipal administration resulting in significant changes to the jobs to ensure that the job description remains relevant and current.

Job evaluation system

9. (1) From time to time, and after consultation with the bargaining council established for municipalities and the Minister for the Public Service and Administration, the Minister may determine a job evaluation system that must be used by municipalities.

(2) If the Minister determines more than one job evaluation system that may be used by a municipality, the results of the systems must be capable of correlation.

Job evaluation

10. (1) A job evaluation must ensure that work done at similar levels have a similar salary range so that disparities or inequalities in the payment of salaries are minimised.

(2) Every staff member is entitled to know the grade of the post that he or she occupies.

(3) Posts must be evaluated—

(a) within six months of a material and permanent change to the job content of or job requirements for a post; or

(b) before a new post is filled.

(4) The head of the relevant department and the manager responsible for human resources must provide the job evaluation committee with their representations as to whether the job description has materially and permanently changed.

(5) The evaluation of the job may result in the job being—

(a) upgraded;

(b) downgraded; or

- (c) remaining on the same grade.

Establishment of standards for job descriptions

11. (1) The Minister may:

- (a) develop guidelines and criteria for job descriptions, collect and promote the use of sample job descriptions reflective of the spectrum of jobs in local government; and
- (b) identify generic jobs, benchmark critical jobs and encourage the adoption by municipalities of common national job description and job designations.

Establishment of job evaluation committee

12. (1) Each municipality must establish a job evaluation committee to evaluate all jobs in the municipality.

(2) Despite subregulation (1), a job evaluation committee may be established at a district level by written agreement of the participating local municipalities if the membership of the committee is representative of each participating municipality.

(3) In the case of a district level committee, the respective municipalities must be responsible for their proportional share of the costs of the committee.

Composition of job evaluation committee

13. (1) The job evaluation committee must consist of at least the following:

- (a) The manager responsible for job evaluation or any person delegated by that manager.
- (b) At least two representatives from each trade union who shall be released from their responsibilities to attend meetings of the job evaluation committee.
- (c) Four suitable additional members, each from different functional areas within the municipality to undertake the grading of the jobs.
- (d) In the case of a district level committee, representatives from the local municipalities.

(2) The municipal manager, and in the case of a district committee, the district municipal manager, must approve the composition of the job evaluation committee.

(3) The municipal manager or the member of staff to whom this function is delegated may appoint an external independent advisor with sufficient experience and knowledge in job evaluation to—

- (a) provide support to and assist the job evaluation committee in carrying out its roles and responsibilities; or
- (b) conduct the job evaluation on behalf of the committee and to present the outcomes of the job evaluation to the committee for ratification.

(4) The manager responsible for the job that is being evaluated may attend the meeting of the job evaluation committee by invitation.

(5) Members of the job evaluation committee must—

- (a) appoint a chairperson; and
 - (b) receive adequate training to perform their duties on the committee.
- (6) The job evaluation committee must appoint a secretary to support it in carrying out its functions.
- (7) The job evaluation committee's quorum is 50% plus one of the members of the committee. In the event that a meeting does not quorate, the meeting must be postponed and another date set where the members present form the quorum.
- (8) If a member of the job evaluation committee's job is being evaluated, he or she must be recused from the meeting until the relevant agenda item has been disposed of.
- (9) A decision of the job evaluation committee must be taken by consensus, and if the committee fails to reach consensus, by a majority of the members of the committee, with the chairperson having a casting vote, in addition to a deliberative vote.
- (10) The meetings of the job evaluation committee must be recorded.
- (11) If a municipality or district municipality do not have the capacity to conduct job evaluation, such municipality or district municipality may request the bargaining council to assist such municipality or municipalities to conduct job evaluation: Provided that a job evaluation committee may be established at a district level by written agreement of the participating local municipalities if the membership of the committee is representative of each of the affected municipalities.

Roles and responsibilities of job evaluation committee

- 14.** The job evaluation committee must—
- (a) ensure that a job evaluation system is applied consistently for all jobs in the municipality or district municipality, as the case may be;
 - (b) plan and prioritise the grading needs of the municipality or district municipality, as the case may be;
 - (c) recommend to the relevant approving authority the grading of the post and the date when any new grading may take effect: Provided that no post shall be upgraded unless sufficient budgeted funds have been made available, including funds for the remaining period of the relevant medium-term revenue and expenditure framework for purposes of upgrading of posts; and
 - (d) monitor the quality of job descriptions.

Rules governing job evaluation committee and appeal committee

- 15.** (1) A member of the job evaluation committee and appeal committee must recuse himself or herself in the event of a conflict of interest.
- (2) The members of the job evaluation committee and appeal committee must maintain confidentiality on all grading outcomes prior to formal notification of the outcomes and may not disclose any information about the job evaluation process in a manner that may prejudice the implementation of the committee's outcomes.

(3) The members of the job evaluation committee and appeal committee shall conduct themselves in a fair, transparent and impartial manner and shall not unduly influence or interfere with the grading process.

Consequences of re-graded post

16. (1) The salary attached to a post that has been re-graded must be adjusted as follows:

- (a) If the current salary of a staff member in that post is within the salary scale of the new grade, the staff member must be placed on the salary notch immediately above the staff member's current salary;
- (b) If the current salary of the staff member in that post is below the minimum of the new grade, the staff member must be placed on the minimum notch of the salary scale for the new job grade; and
- (c) If the current salary of the staff member in that post is higher than the new grade maximum, the staff member must retain his or her existing salary and annual cost of living adjustments must be applied to the retained salary.

(2) The municipal manager must approve the staff members grading outcome within 30 days of such grading having been approved by the job evaluation committee: Provided that sufficient budgeted fund have been made available for the grading of such post and that no post shall be graded retrospectively.

(3) Despite subregulation (1)(c), a new staff member appointed to the re-graded post must be paid according to the job grade.

- (4) If a filled post is downgraded, the municipality may, if practicable—
- (a) first attempt to re-design the job; or
 - (b) offer the incumbent a transfer to a vacant post with an equivalent grading to the staff member's job before the downgrading.

Appeal about job evaluation outcomes

17. (1) A municipality shall establish a job evaluation appeals committee to process and determine job evaluation appeals of staff members. The rules, procedures and composition of the job evaluation committee shall, *mutatis mutandis*, apply to the job evaluation appeals committee.

(2) A staff member who is dissatisfied by a decision of the job evaluation committee may lodge an appeal to a job evaluation appeals committee within 30 days of being informed of the decision of the job evaluation committee.

Responsibilities of municipal manager

- 18.** (1) The municipal manager must ensure that—
- (a) a job evaluation system contemplated in regulation 9 is in place;

- (b) the municipal council approves the job evaluation system insofar as the Minister determines more than one system in terms of regulation 9;
 - (c) each post on the staff establishment has a job description, in accordance with section 66 of the Act and these Regulations;
 - (d) a job evaluation committee and job evaluation appeals committee are established and functional; and
 - (e) every staff member is advised of the grade of the post that the member occupies.
- (2) All job evaluation processes that have commenced prior to these Regulations shall be processed and concluded in terms of the job evaluation process that applied prior to these Regulations taking effect.

CHAPTER 3

RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF

Principles

- 19.** The recruitment, selection and appointment of a staff member to a post on the staff establishment must—
- (a) comply with the requirements of the municipality's employment equity policy and plan;
 - (b) be integrated with other human resource management systems and procedures;
 - (c) use objective competencies specified in the job description; and
 - (d) be filled through advertising in accordance with regulation 23 of these Regulations.

Vacancy rate and determination of recruitment needs

- 20.** (1) A municipality must—
- (a) fill all funded vacant posts on the staff establishment within six months of a funded post becoming vacant;
 - (b) develop a strategy to—
 - (i) fill funded vacancies;
 - (ii) reduce turnaround times for filling of vacant funded posts;
 - (c) maintain a vacancy rate of not less than 25% of the total posts on the staff establishment.
- (2) The strategy contemplated in subregulation (1)(b) must include timeframes for the various activities included in the recruitment and selection process.
- (3) A vacant post on the staff establishment may not be filled unless—
- (a) the municipal manager or a staff member to whom this function is delegated has approved the filling of the post; and
 - (b) the post is budgeted for.

General requirements for appointment of staff members

21. No person may be appointed as a staff member on a fixed-term contract, permanent basis, or probation, to any post on the approved staff establishment of a municipality, unless he or she—

- (a) is a South African citizen or permanent resident; and
- (b) possesses the relevant competencies, qualifications and experience, as set out in Annexure A of these Regulations.

Competency requirements for staff members

22. A person appointed as staff member in terms of these Regulations must, where applicable, have competencies, and comply with the minimum requirements or education qualifications, work experience and knowledge as set out in Annexure A of these Regulations.

Advertising of vacant post

23. (1) The municipality must advertise the post after approval referred to in subregulation 20(2)(a) has been obtained.

(2) The advertisement must at least specify the—

- (a) job title;
- (b) term of appointment;
- (c) place of work;
- (d) applicable salary scale or pay range;
- (e) competency requirements of the post, and where applicable minimum qualifications and experience as set out in Annexure A of the Regulations;
- (f) summary of the core functions;
- (g) need for signing of employment contract and, where applicable, a performance agreement and disclosure of benefits and interest;
- (h) address where applications must be sent;
- (i) place where applicants can obtain the application form; and
- (j) closing date for submission of applications.

(3) If a municipality does not have the capacity to manage recruitment processes, such municipality may appoint a recruitment agency to undertake the recruitment processes, including response handling, compilation of the long list of applicants who applied for the advertised post, preliminary list of applicants who meet the requirements, list of applicants who do not meet all requirements but have the potential and list of applicants who do not meet the requirements: Provided that the advertising and recruitment procedures comply with the provisions of the Act and these Regulations.

(4) The recruitment agency contemplated in subregulation (3) shall not undertake the selection process.

Application for vacant post

24. (1) An application for a vacant post must be made on the form that is attached as Annexure B to these Regulations.

(2) Despite subregulation (1), a municipality may use an on-line application form that contains the information in Annexure B and is consistent with these Regulations.

(3) An applicant for a post must disclose—

- (a) his or her qualifications and experience;
- (b) his or her contactable references;
- (c) his or her registration with a relevant professional body, if applicable;
- (d) full details of any dismissal for misconduct or substandard performance; and
- (e) any disciplinary actions, whether pending or finalised, instituted against the applicant in his or her current or previous employment.

(4) Any misrepresentation or failure to disclose material information contemplated in subregulation (3) and the application form is a breach of the Code of Conduct for Municipal Staff as provided for in Schedule 2 of the Act and must be dealt with in terms of Chapter 9 of these Regulations.

(5) The municipality must maintain a record of all applications received and the information contained in the applications must be kept confidential and stored in a secure place on the municipality's premises. A record of applications shall be disposed of in terms of the National Archives of South Africa Act.

(6) The record must contain—

- (a) the applicants' biographical details and contact information;
- (b) the details of the post for which the applicants were applying;
- (c) the applicants' qualifications; and
- (d) any other requirements outlined in the application form.

Selection panel

25. (1) A municipal manager or his or her delegate must appoint a selection panel for each of the advertised post to recommend the appointment of suitable persons to the vacant post.

(2) The selection panel must comprise of not more than five persons.

(3) The chairperson of the panel must be the supervisor or a staff member employed at least one job grade higher than that of the advertised post.

(4) In deciding on the composition of the selection panel, the municipal manager must have regard to the following considerations:

- (a) the nature of the post;
- (b) the gender and race balance of the panel; and
- (c) the skills, expertise, experience and availability of the persons to be involved.

(5) A member of a selection panel must—

- (a) disclose any interest or relationship with shortlisted candidates during the short listing process;

- (b) recuse himself or herself from the selection panel if—
- (i) his or her spouse, partner, close family member or close friend has been shortlisted for the post;
 - (ii) the panel member has a *de facto* relationship or some form of indebtedness to a short-listed candidate or vice versa; or
 - (iii) any other conflict of interest; and
- (c) sign a declaration of confidentiality as set out in Annexure C to avert the disclosure of information to unauthorised persons.
- (6) A human resource specialist may provide secretarial or advisory services during the selection process, but may not form part of the selection panel.
- (7) Each panel member must disclose potential conflict to be considered by the full selection panel at the initial meeting of the panel.
- (8) If a conflict of interest becomes apparent during the selection process, the municipal manager or his or her delegate may take the appropriate steps to remedy the situation, which may include declaring the selection process invalid and commencing a new process.
- (9) If a conflict of interest becomes apparent after the appointment, the municipal manager or his or her delegate must report the matter to the relevant delegated authority which must take remedial action, including possible disciplinary action.

Compiling shortlist of applicants

26. (1) The municipality must compile a list of all applications received for the post evaluated against the relevant competency requirements for the post.
- (2) The selection panel must compile a short-list based on the inherent requirements of the position and with due regard to section 20 of the Employment Equity Act.

Interviews

27. (1) The list of short-listed candidates and copies of their applications must be submitted to the selection panel prior to the interviews taking place.
- (2) The selection panel for a post must once constituted, remain the same at all times. If a member of the selection panel is unable to proceed with the interviews due to circumstances beyond that member's control, such panel member may be replaced or withdrawn. If the selection panel does not quorate, the panel must be reconstituted.
- (3) Notwithstanding subregulation 2, a municipality may grant observer status to each of the recognised trade union representatives during the interviews.
- (4) The selection panel must interview the short-listed candidates.
- (5) Before the interviews for a specific post commence, the selection panel must confirm the selection criteria for the advertised post, based on the relevant competencies required for the advertised post.

(6) The selection panel must keep a written record of the interviewed candidates.

(7) After considering all the relevant information, the selection panel must recommend candidates in order of preference. If the recommended candidate declines an offer of employment, the next suitable candidate, where applicable, may be considered for appointment.

(8) If it is determined that the recruitment process has not attracted suitable candidates, the post may be re-advertised.

(9) If the post is categorised as a critical and scarce skill post, alternative recruitment methods such as executive search, head-hunting, referrals and/ or re-advertising may be considered.

(10) The recommendations of the selection panel must be determined by—

(a) consensus; or

(b) where the panel fails to reach consensus, the matter shall be referred to the municipal manager or his or her delegate for mediation or resolution.

(11) If the selection panel recommends an appointment to the post, it must submit its recommendation to the municipal manager or his or her delegate for approval.

References and personal credential verification

28. (1) Reference checks and personal credential verification for short-listed candidates must be conducted by—

(a) verifying the candidate's inherent requirements of the job with the current or previous employer;

(b) establishing the validity of candidate qualifications and any other verification required by the position before appointment;

(c) determining whether the candidate has been dismissed previously for misconduct or poor performance by another municipality or employer, and, if so, the nature of that misconduct or poor performance; and

(d) verifying any other additional personal credentials as may be required by the nature of the job such as criminal records, credit checks, identification document, security clearance, etc.

(2) A written report on the outcome of the reference checks and personal credential verification must be compiled before the appointment is concluded.

(3) Notwithstanding regulation (1)(a), the absence of a previous employment record shall not disqualify a candidate for appointment to an advertised post.

Appointment

29. (1) A person may be appointed as a staff member only if the person—

(a) possesses the relevant competencies as prescribed in Annexure A of these Regulations; and

(b) is not disqualified in terms of regulation 31.

(2) The municipal manager or the staff member to whom this function is delegated must—

(a) consider the recommendations of the selection panel; and

(b) decide—

(i) on whom to appoint; and

(ii) the terms and conditions of employment.

(3) Before making a decision to appoint, the municipal manager or his/ her delegate must satisfy himself or herself that the candidate meets the relevant requirements of the post as provided in Annexure A of the Regulations.

(4) An appointment may only take effect after the municipal manager or his or her delegate has approved the appointment.

(5) The municipal manager or his or her delegate must ensure that all the interviewed candidates are informed whether or not they were successful.

(6) Unsuccessful candidates must on request be provided with given reasons in writing why they were not successful or appointed.

Appointment of support staff to offices of mayor, speaker and whip of municipality

30. (1) A person appointed to a post on the staff establishment in order to support the offices of the mayor, speaker or whip must either be—

(a) seconded from a post on that municipality's staff establishment or another municipality's staff establishment; or

(b) appointed on a fixed-term contract of employment.

(2) The duration of the secondment or fixed-term employment contract contemplated in subregulation (1) may not be longer than six months after the mayor, speaker or whip vacates office.

Re-employment of dismissed municipal staff

31. (1) A person who was dismissed from a municipality for any reason stated in column B of the table in Annexure D may not be employed in any municipality before the period set out in column C of the table has expired.

(2) Despite subregulation (1), a person who has lodged a dispute in terms of any applicable legislation, may be appointed subject to the outcome of the dispute.

(3) The periods set out in column C of the table in Annexure D run concurrently in respect of a person who was dismissed for more than one category of misconduct set out in column B of the table in Annexure D.

(4) A municipality must maintain a record of staff dismissed for misconduct and staff who resigned prior to the finalisation of any disciplinary proceedings.

(5) The record must contain—

(a) the full names and identity number of the person;

(b) the title of the post that the person occupied;

- (c) the nature of the misconduct;
- (d) the date of suspension, if any;
- (e) the conditions of suspension, if any;
- (f) the date on which the misconduct was referred to a disciplinary hearing or pre-dismissal arbitration;
- (g) the date of commencement of the disciplinary hearing or pre-dismissal arbitration;
- (h) the finding;
- (i) whether a dispute was referred to the bargaining council established for municipalities or the Labour Court;
- (j) the costs incurred by the municipality; and
- (k) the date of resignation or dismissal of the person.

Probation

32. (1) The appointment of a person as contemplated in these Regulations must be effected on a minimum probationary period of three months and a maximum probationary period of 12 months.

(2) The probationary period must be determined on the basis of the complexity of the job and the minimum period required to establish whether performance is satisfactory or not.

(3) The municipal manager or his or her delegate must—

- (a) inform the staff member within the first two weeks of employment of that member's performance requirements;
- (b) ensure that the staff member completes the municipality's induction programme; and
- (c) assess the staff member's performance; and provide the staff member with feedback on a quarterly basis on that member's performance.

(4) If a staff member's performance is not satisfactory, the municipal manager or his or her delegate must advise the staff member of any aspects that the staff member is considered to be failing to meet the required performance standards.

(5) If the municipal manager or his or her delegate believes that the staff member's performance does not meet the required standards, he or she may extend the probationary period or dismiss the staff member, provided that—

- (a) the staff member shall first be given a reasonable period of time for assessment, training, guidance or counselling; and
- (b) the staff member's performance continues to be unsatisfactory after a reasonable period has been given to the staff member to improve his or her performance.

(6) Notwithstanding subregulation 5, the municipal manager or his or her delegate may extend the probationary period by a period not exceeding six months, in order to afford the municipality an opportunity to further assess the staff member's performance.

(7) Within one month after the completion of the probationary period, the municipal manager or his or her delegate must—

- (a) confirm the appointment if—

- (i) the staff member's performance during the probationary period was satisfactory; and
 - (ii) the staff member complied with all the conditions of the probationary appointment;
- (b) subject to the Labour Relations Act, terminate the appointment if—
- (i) the staff member's performance was not satisfactory during the probationary period; and
 - (ii) the staff member did not comply with all the conditions of the probationary appointment.

Promotion

33. (1) A staff member who is appointed in accordance with this chapter to a post in a municipality that is higher than the one that he or she previously occupied in that municipality is deemed to be promoted to that post.

(2) A staff member who is promoted does not forfeit his or her years of service and the benefits that accrue from those years of service.

Transfers

34. (1) A municipality may transfer any staff member in the service of that municipality to any equivalent post in the municipality or, subject to section 197 of the Labour Relations Act, to an equivalent post in another municipality.

(2) A staff member may only be transferred—

- (a) if the staff member requests or consents, in writing, to the transfer; or
- (b) in the absence of consent, if the transfer is fair taking into consideration—
 - (i) the operational requirements of the affected institutions, including whether the transfer of the staff member would address such requirements;
 - (ii) written representations from the staff member prior to the proposed transfer; and
 - (iii) the extent to which the interests and circumstances of the staff member may be fairly accommodated.

(3) The salary and other conditions of service of a staff member may not be adversely affected by a transfer under this regulation without the consent in writing of that staff member.

(4) A staff member may not be transferred to a position at a level which is lower than the staff member's current post level.

Secondment of municipal staff to another municipality

35. (1) A municipality may second a staff member with the relevant competencies to act in a post that is vacant in another municipality.

(2) The parties contemplated in subregulation (1) must conclude a written agreement regarding the secondment that specifies—

- (a) the party responsible for the costs of secondment;
- (b) the duration of the secondment, which may not in each case exceed a period of twelve months;
- (c) the person to whom the seconded staff member must report;
- (d) the place at which the seconded staff member must work; and
- (e) the new job description of the seconded staff member.

Secondment of other government employees to municipality

36. (1) A municipality may request national or provincial government, another municipality or any employer as they case may be, to second a person with the relevant competencies to act in a vacant post for a specified period or until such time that a suitable candidate has been appointed.

(2) The parties contemplated in subregulation (1) must conclude a written agreement regarding the secondment that specifies the issues set out in regulation 35(2).

(3) The municipality must inform the MEC of any such secondment and the terms and conditions associated with that secondment.

Acting appointment

37. (1) An acting appointment may be made to a funded post in order to ensure that the disruption of services is minimised.

(2) Unless indicated otherwise in the appointment to the acting post, a staff member of a municipality who is acting in a higher post in the same municipality must continue to perform the duties of the post that the staff member ordinarily occupies during the acting period.

(3) A person acting in a higher post has no right or expectation to be appointed to that post, except as otherwise provided in these Regulations.

(4) A staff member may only act in a post that is equivalent to or one grade higher than the post that the staff member ordinarily occupies.

(5) The appointment to act in a post must be—

- (a) with the consent of the staff member;
- (b) in writing; and
- (c) authorised by the municipal manager or the person to whom this function is delegated.

(6) The staff member appointed to act in a post must have the requisite competencies to be able to perform the duties associated with the post.

(7) In selecting a person to act in a post, the following must be considered—

- (a) the relevant requirements of the post and that person's performance;
- (b) the municipality's developmental needs; and

(c) the municipality's employment equity policy and plan.

(8) A person may only be appointed in an acting position for a period not exceeding three months.

(9) Notwithstanding subregulation (8), the municipal manager may extend the period in subregulation (8) for a further period of three months, if there is a justifiable reason to do so.

(10) Any further extensions made under this subregulation shall not exceed a period of one year.

Appointment of permanent staff

38. Except as provided for in regulation 39 of these Regulations, appointments of staff members made in terms of section 66 of the Act shall be on a permanent basis.

Appointment of temporary staff

39 (1) Notwithstanding regulation 38 and subject to the provisions of the Labour Relations Act, a municipality may in exceptional circumstances and within its administrative and financial capacity appoint a person or persons on short term employment without adhering to the procedures and processes as contained in this chapter.

(2) A municipality may in accordance with its staffing policy and after satisfying itself that there is an unforeseen temporary increase in the volume of work or need for additional capacity to perform its functions, consider short term employment to complement its full-time staff under the followings circumstances:

(a) Casual employment

(i) Casual employment may only be offered for:

(aa) relief purposes to meet special work demands; and

(bb) seasonal work, where the work requirements may vary from day-to-day.

(ii) A person engaged in casual employment may be employed in a municipality on a day-to-day basis without an expressed or implied continuity.

(iii) A casual employment terminates at the end of each day unless specified otherwise. In cases of misconduct, a municipality can dismiss a casual worker instantly.

(iv) Notwithstanding subregulation (2)(a)(iii), a casual worker may be exempt from unfair dismissal access unless the casual worker:

(aa) is engaged by a particular municipality on a regular and systematic basis for a sequence of periods of employment during a period of at least six months; and

(bb) would, for purposes of dismissal, have had a reasonable expectation of continuing employment with the municipality.

- (v) Casual employment does not replace staff employed on permanent basis in a municipality or cannot be used as a substitute for continuing or fixed term employment.
- (b) Fixed-term employment
 - (i) A municipality may offer temporary employment for a period not exceeding three months only under the following conditions—
 - (aa) when the municipality requires new skills to fill a vacant post to manage a new project or programme funded by an external source, which has a known fixed period;
 - (bb) when the municipality is obliged to make a temporary appointment to replace a staff member who is absent from work for a period of three months or more;
 - (cc) when the municipality is in a process to fill a part-time post of a staff member who works less than 24 hours per week;
 - (dd) when the municipality is awaiting recruitment and selection processes to fill the post of a staff member who has reached the normal retirement age applicable to municipalities in terms of these Regulations;
 - (ee) the fixed-term employment is for a minimum period of three months not exceeding a period of five years; and
 - (ff) the post is budgeted for.
- (c) Notwithstanding subregulation (2)(a), a municipality may in exceptional circumstances appoint support staff to the office of the political office bearers for a period not exceeding six months after the mayor, speaker or whip vacates office.
- (d) Temporary employment
 - (i) A municipality may offer temporary employment—
 - (aa) to replace staff members on leave or any other extended period of leave; and
 - (bb) as short-term secondments; and
 - (cc) for temporary assistance to improve staff shortages.

CHAPTER 4

PERFORMANCE MANAGEMENT

Establishment of performance management and development system

40. A municipality must adopt a performance management and development system that complies with the provisions of this chapter.

Application

- 41.** The performance management and development system does not apply to a staff member who is—
- (a) appointed on a fixed term contract with a duration of 6 months or less;
 - (b) serving notice—
 - (i) of termination of his or her contract of employment; or
 - (ii) to retire on reaching the statutory retirement age; and
 - (c) appointed on an internship programme or participating in the national public works programme or any similar scheme.

Principles

- 42.** (1) The performance management of staff must be collaborative, transparent and fair.
- (2) The performance management system must where reasonably practicable link to—
- (a) the municipality's strategic objectives and integrated development plan, the SDBIP of the relevant municipal department and the senior manager's performance plan; and
 - (b) the senior manager's performance agreement and the performance agreements of the staff members falling under that senior manager's department.
- (3) The performance management system must be developmental, while allowing for—
- (a) an effective response to substandard performance; and
 - (b) recognition of outstanding performance.
- (4) The performance management system must be integrated with other human resource policies and practices of the municipality.

Purpose of performance management

- 43.** The purpose of performance management is to—
- (a) promote the objects and developmental duties of local government, as set out in sections 152 and 153 of the Constitution;
 - (b) promote a culture of service to the public, accountability, co-operation and mutual assistance amongst staff by monitoring, measuring and evaluating performance;
 - (c) institutionalise performance planning, monitoring and evaluation in local government;
 - (d) drive and align municipal, departmental and individual performance;
 - (e) build a common understanding among staff of the municipality's objectives contained in its integrated development plan and annual performance plan;
 - (f) set clear outcomes-based expectations by communicating to staff how their roles contribute to the success of the municipality;
 - (g) build capability, skills, competencies that are key to the municipality achieving its mandate and objectives and encourage commitment among staff;
 - (h) encourage desired behaviours as articulated in:

- (i) the Code of Conduct for Management Staff contained in Schedule 2 to the Act; and
 - (ii) the Code of Ethics in Annexure E of these Regulations; and
- (i) identify and improve substandard performance of staff.

Performance management system

44. (1) The municipality represented by the relevant supervisor and staff member must agree on—

- (a) the performance objectives and targets; and
- (b) the job specific competencies.

(2) Any dispute about the performance objectives and performance targets must be mediated by the relevant head of department or the staff member to whom this function is delegated. If the dispute is not resolved to the staff member's satisfaction, the staff member may lodge a grievance in terms of the procedures outlined in Chapter 8 of these Regulations.

(3) The performance objectives and targets must include the KPAs, KPIs, the performance standard for each KPI, target dates and KPA weightings.

(4) The KPAs describe the critical achievements required of the staff member in order for the municipality to be able to achieve the objectives set out in its integrated development plan.

(5) The KPAs must relate to the staff member's functional area and must not exceed 10.

- (6) The KPIs—
- (a) are the means by which performance in respect of a KPA is measured; and
 - (b) must be measureable and verifiable so that it can be determined whether or not progress has been made with regard to achieving the KPA.

(7) The performance standard for each KPI may be qualitative or quantitative, but must also satisfy the criteria set out in subregulation (5).

(8) The KPA weightings show the relative importance of the KPAs.

(9) The job specific competencies must include the name and definition of the specific competency, the expected level of capability and the weightings.

(10) The staff member's job specific competencies must include the job specific competencies that are applicable to the staff member's job, but should not exceed six in number.

(11) Each year the performance of the staff member must be appraised against the KPAs and job specific competencies in the staff member's performance agreement, with a weighting of 80:20 allocated to the KPAs and job specific competencies respectively.

(12) The 80:20 principle will not apply to staff members below the level of a supervisor and equivalent rank.

(13) A staff member below supervisory level must be appraised against the KPAs with a weighting of 100%.

Performance agreement

45. (1) A staff member must enter into a performance agreement for each financial year of the municipality.

(2) The performance agreement of a staff member must be concluded within three months of—

- (a) the commencement of the financial year;
- (b) a new staff member's appointment after probation;
- (c) a staff member's transfer to a new post; or
- (d) the return from prolonged leave that is more than three months.

(3) If at any time during the period of the performance agreement, the responsibilities of the staff member change to the extent that the performance plan in the performance agreement is no longer appropriate, the parties must revise the performance agreement.

(4) The performance agreement may not diminish the obligations and duties of a staff member in terms of the staff member's employment contract, or any applicable regulations, circulars, policies, directives or other instruments.

(5) The performance agreement must contain—

- (a) the name, job title and the department of the staff member;
- (b) the KPAs, their weightings and the target date for meeting the KPA;
- (c) the KPIs and the performance standard for each KPI;
- (d) the name and definition of the job specific competencies, their weightings and the expected level of capability for each competency;
- (e) a personal development plan prepared in compliance with regulation 66; and
- (f) the process of monitoring and assessing performance, including the planned dates of assessment.

Team-based performance

46. (1) A municipality may establish a system for performance management and development for an occupational stream below the level of a supervisor that will assist a municipality in deciding on probation, rewards, promotion and skills development of a staff member, which is consistent with the principles set out in these chapter.

(2) Before utilising the team-based performance management and development system, the municipality must—

- (a) pilot the system on a team of staff members in all affected occupational streams; and
- (b) consult the system with recognised trade unions within the local labour forum.

Performance appraisal

47. (1) Each year the performance of the staff member must be appraised against the KPAs and where applicable, job specific competencies.

- (2) The annual performance appraisal must involve—
- (a) an assessment of the extent to which the staff member achieved the performance objectives and targets as outlined in the performance plan, which involves the following:
- (i) each KPA assessed to determine the extent to which the specified standards or KPI have been met, with due regard to *ad hoc* tasks that had to be performed under that KPA;
 - (ii) an indicative rating on the five-point scale set out in the table below provided for each KPA; and
 - (iii) the rating assigned to each KPA multiplied by the weighting given to that KPA to provide a weighted score for that KPA.
- (b) an assessment of the extent to which the staff member achieved the job specific competencies outlined in the performance plan, which involves the following:
- (i) each competency assessed to determine the extent to which the specified standards have been met;
 - (ii) an indicative rating on the five-point scale set out in the table below provided for each job specific competency;
 - (iii) the rating assigned to each job specific competency is multiplied by the weighting given to that competency to provide a score for that competency; and
 - (iv) the assessment rating calculator is used to add the scores and calculate a final competency score, based upon the weightings allocated to the job specific competencies; and
- (c) an overall rating in accordance with the assessment rating calculator provided for in Chapter 4 of the Guidelines is calculated as a summary of the outcome of the performance appraisal by using the weighting ratio referred to in regulation 44 (11) and (12).
- (3) The five point rating scale is set out in the table below.

Table: Five Point Rating Scale

| Level | Terminology | Description |
|-------|----------------------------------|--|
| 5 | Outstanding performance | Performance far exceeds the standard expected of a staff member at this level. The appraisal indicates that the staff member has achieved above fully effective results against all performance criteria and indicators as specified in the Performance Agreement and Performance Plan and maintained this in all areas of responsibility throughout the year. |
| 4 | Performance significantly | Performance is significantly higher than the standard expected in the job. The appraisal indicates that the staff |

| | | |
|---|--|---|
| | above expectations | member has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year. |
| 3 | Fully effective | Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the staff member has fully achieved effective results against all significant performance criteria and indicators as specified in the Performance Agreement and Performance Plan. |
| 2 | Performance not fully effective | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the staff member has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the Performance Agreement and Performance Plan. |
| 1 | Unacceptable performance | Performance does not meet the standard expected for the job. The review/ assessment indicates that the staff member has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the Performance Agreement and Performance Plan. The staff member 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. |

Performance monitoring and evaluation

48. (1) The municipality must review the performance of a staff member mid-year and at the end of the financial year.

(2) In addition to the reviews provided for in subregulation (1) or the performance agreement, the municipality may review the performance of a staff member at any other time.

(3) The end of year review must determine a performance rating.

(4) The staff member being assessed or the person designated in terms of subregulation (6) must provide the manager reviewing the performance of the staff member with a portfolio of evidence relating to his or her KPAs.

(5) The maintenance of the portfolio of evidence is the responsibility of the staff member.

(6) Despite subregulation (4), the municipal manager may exempt categories of staff from maintaining a portfolio of evidence in which case the municipality must determine who will maintain the portfolio of evidence of those staff members.

(7) The evaluation of the performance of the staff member must be conducted by that member's supervisor.

(8) The staff member's supervisor must keep a record of all assessment meetings.

(9) Personal growth and development needs identified during any performance review, together with the actions and timeframes agreed to, must be recorded in the staff member's personal development plan.

Performance moderation

49. (1) The moderation committee must review and moderate the overall performance ratings for staff determined after the performance evaluation review meetings.

(2) When moderating the performance ratings and adjusting the performance reward, the moderation committee must take into account the following:

- (a) Congruence between the performances of the municipality, the department and the staff member before a performance related increment may be implemented;
- (b) the final individual performance ratings fair across each grade;
- (c) the annual approved municipal budget in terms of section 16 of the Municipal Finance Management Act;
- (d) the total of any performance related increments and performance bonuses in a financial year for staff members, including senior managers not exceeding 2% of the annual salary budget for the municipality;
- (e) if the staff member's performance period is more than six months, but less than 12 months, the staff member's performance related adjustment must be pro-rated proportionately downwards by the proportion that the performance period bears to 12 months; and
- (f) any other relevant considerations.

(3) The moderation process must ensure that the final individual performance ratings are fair across the staff and aligned to the performance of municipality as a whole.

(4) The review and moderation of evaluation outcomes must be conducted within a reasonable timeframe after the end of the financial year, but no later than six months after the end of the financial year.

Performance rewards

50. (1) A performance related reward—

- (a) is at the discretion of the municipality;
 - (b) only applies to a staff member who received a performance rating after a moderation result of performance significantly above expectations or outstanding performance;
 - (c) may not be given to a staff member—
 - (i) whose performance period is less than six months; or
 - (ii) whose employment is for a fixed term with a duration of six months but less than twelvemonths.
- (2) Subject to subregulation (1)(a), the performance reward—

- (a) is a notch increase adjusted for a performance rating after moderation result of performance significantly above expectations or outstanding performance; and
 - (b) if the staff member is on the maximum notch of the salary scale before the performance assessment, a once-off payment equal to the annual difference between the maximum salary notch and the preceding salary notch in lieu of a notch increase and as a maximum is payable.
- (3) A municipal council may approve and award performance related increments only after the annual report for the financial year under review has been finalised and approved by the municipal council.

Disputes about performance agreements and ratings

51. (1) A dispute relating to the conclusion of the performance agreement or an amendment to the performance agreement, must be referred to the head of the relevant department as expeditiously as possible, but no later than five days after a period referred to in regulation 77(1).

(2) A dispute contemplated in subregulation (1) must be resolved within one month of receipt of the dispute by the head of the department, after—

- (a) considering the representations of the staff member and his or her supervisor; and
- (b) consulting the head of human resources.

(3) If the staff member remains aggrieved after the resolution contemplated subregulation (1), the staff member may institute a grievance in terms of the grievance procedures.

(4) A staff member who disagrees with his or her performance rating may lodge a grievance in terms of the grievance procedures.

(5) A staff member who is not satisfied with the outcome of the grievance procedure may lodge a dispute in terms of the dispute resolution mechanisms of the bargaining council for municipalities.

Managing substandard performance

52. (1) A staff member who receives a performance rating below three in terms of the Five-Point Rating table in regulation 47(3) must—

- (a) be assisted in developing his or her competencies through training, coaching, mentoring and supervision; and
- (b) develop a personal development plan with his or her manager.

(2) The personal development plan must contain at least—

- (a) the behaviour and skills that require improvement;
- (b) the actions that will be undertaken to improve the identified behaviour and skills that require improvement;
- (c) deadlines for improvement;
- (d) the meetings to assess improvements and provide feedback; and

(e) the potential consequences, if there is no improvement in performance.

(3) The meetings to assess improvements and provide feedback must be recorded in writing.

(4) The personal development plan must cover a maximum period of three months, at the end of which, a formal evaluation of performance must take place.

(5) The following alternatives must be considered in respect of a staff member whose performance has not improved to at least a satisfactory level (i.e. a performance rating of three)—

(a) continuation of the actions referred to in the personal development plan;

(b) alternative actions to improve performance;

(c) offering the staff member an alternative job within the municipality that is better suited to the staff member's behaviour and skills; or

(d) dismissal owing to incapacity in terms of the provisions of the Labour Relations Act.

(6) Poor work performance must be dealt with in accordance with item 9 of Schedule 8 to the Labour Relations Act.

Performance management of staff members who are acting in posts

53. If a staff member is required to act in a post for a period that exceed three months, then the supervisor responsible for that post must agree upon the KPAs and KPIs with the staff member who is acting in that post and include the KPAs and KPIs in the staff member's amended performance agreement.

CHAPTER 5

ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING

PART A

ELEMENTS OF ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING

Environmental capacity building

54. (1) Environmental capacity building refers to the potential or competencies found outside of a municipality's formal structures.

(2) The elements of environmental capacity include demography, geography, non-municipal infrastructure, broad socio-economic conditions and environmental conditions.

(3) A municipality may have little or no control over the elements of environmental capacity but the municipality needs to consider them in terms of its own operations.

Institutional capacity building

- 55.** (1) Institutional capacity building refers to the potential or competencies within a municipality for the municipality to function, perform and adequately deliver its services.
- (2) The elements of institutional capacity building are—
- (a) physical, human, intellectual and financial resources;
 - (b) organisational structure and systems;
 - (c) leadership;
 - (d) policy making; and
 - (e) enforcement capabilities.

PART B

PROCESS OF ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING

Developing environmental capacity building

- 56.** (1) The components that constitute a conducive environment for a municipality to operate in must be assessed and the challenges made known to its stakeholders.
- (2) Every five years a municipality must undertake an environmental assessment in order to understand the elements of the external environment that shape and inform the development of an integrated development plan.
- (3) The environmental assessment must consider the following:
- (a) The municipality's—
 - (i) socio-economic conditions;
 - (ii) demographics;
 - (iii) geographic and environmental factors; and
 - (iv) non-municipal infrastructure and resources; and
 - (b) the legislative and political landscape.
- (4) In undertaking the assessment the municipality must consider—
- (a) the nature of the factor under consideration;
 - (b) to what extent the environmental factor under consideration enables or constrains the municipality; and
 - (c) the strength and capacity of civil society or the communities that the municipality serves to engage with these particular factors.
- (5) The municipality must then identify in respect of those elements that are constraining the municipality—
- (a) the nature of the intervention required for these conditions to become more enabling;
 - (b) the stakeholders that need to be engaged with;
 - (c) how the intervention should be undertaken;
 - (d) the support required from the national and provincial governments; and

- (e) that which is required of local government to enhance the communities' capability to more effectively engage with these issues.
- (6) The outcomes of the environmental assessment must result in—
- (a) the municipality working with its stakeholders to ensure that constraining environmental factors are included within the municipality's integrated development plan; and
- (b) the municipality develops plans of action to raise the capacity of communities to engage and address these issues.

Developing institutional capacity building

57. (1) Before developing its integrated development plan the municipality must assess its institutional capacity by considering the municipality's—

- (a) functionality in terms of benchmarks and standards provided by the Minister;
- (b) performance in terms of objectives as set out in the integrated development plan and SDBIP;
- (c) delivery of its services in line with legislation, agreed standards with the community and norms within the sector and category; and
- (d) compliance with legislation and reporting requirements.

(2) The institutional assessment must consider the municipality's—

- (a) operating model;
- (b) service delivery model;
- (c) organisational structure;
- (d) physical infrastructure and resources, including facilities, equipment and materials;
- (e) financial resources and budget;
- (f) processes and systems, including performance management, policy development, administration, enforcement, planning, governance, service delivery, risk management; and
- (g) by-laws and policies.

(3) The outcome of the assessment should result in the identification areas where institutional capacity requires enhancement.

(4) These areas must be recorded in an institutional capacity building plan and reflected in the integrated development plan.

(5) The institutional capacity building plan must set out—

- (a) the type and nature of institutional challenge;
- (b) the nature of the intervention required to address the challenge;
- (c) the implications of not addressing the institutional capacity building need;
- (d) the timeframe to address challenge;
- (e) the budget and resources available to address the challenge; and
- (f) the partners and programmes that could assist.

(6) The municipality must seek assistance from relevant stakeholders where necessary.

(7) The municipality must monitor and report on the progress in respect of institutional capacity building, to the MEC for local government.

PART C

COORDINATION AND ALIGNMENT OF ENVIRONMENTAL, INSTITUTIONAL AND INDIVIDUAL CAPACITY BUILDING

Integrated municipal institutional plan

58. Each municipality must consolidate its capacity building requirements and skills development, institutional and environmental plans into an integrated municipal institutional plan.

Municipal co-ordination

59. (1) Each municipality must establish a capacity building coordination structure that is responsible for the consolidation of all individual, institutional, and environmental capacity building plans and support into the integrated municipal institutional plan.

(2) The co-ordination structure must—

- (a) contain representation from all key functions linked to the provision of skills development, institutional and environmental capacity; and
- (b) meet at least quarterly to measure progress, impact and address shortcomings.

Provincial and national coordination

60. (1) The relevant MEC for local government may establish a coordination committee comprising district or local municipalities or both.

(2) The Minister may establish a coordination committee.

(3) The functions of the national and provincial capacity co-ordination structures contemplated in regulations (1) and (2) are to—

- (a) compile an annual capacity building plan for local government;
- (b) identify the outcomes to be achieved in skills development, institutional, and environmental capacity building requirements;
- (c) determine and identify resources for the relevant capacity building programmes;
- (d) coordinate differentiated support, capacity building and training initiatives for municipalities;
- (e) monitor support, capacity building and training initiatives through quarterly progress reporting;
- (f) assess the impact of support, capacity building and training directed at local government annually;

- (g) advise on appropriate support, capacity building and training initiatives aimed at local government; and
- (h) coordinate national and provincial environmental capacity building responses where appropriate.

(4) The national and provincial capacity co-ordination structures must be jointly chaired by the LGSETA and organised local government.

(5) Representatives of the following entities that must serve on the national capacity co-ordination structures include—

- (a) Department of Cooperative Governance;
- (b) Municipal Infrastructure and Support Agency;
- (c) National Treasury;
- (d) Department of Economic Development;
- (e) Department of Environmental Affairs;
- (f) Department of Higher Education and Training;
- (g) Department of Human Settlements;
- (h) Department of Public Service and Administration;
- (i) Department of Rural Development and Land Reform;
- (j) Department of Water Affairs; and
- (k) the provincial capacity building structures.

(6) The national capacity co-ordination structure may establish working groups to focus on particular programmatic areas within their mandate.

(7) The provincial capacity building structures must be structured, as far as possible, in a similar manner to the national capacity building structure.

CHAPTER 6

SKILLS DEVELOPMENT

PART A

PRINCIPLES

Principles

- 61.** (1) Skills development must—
- (a) support the achievement of the municipality's goals set out in the integrated development plan by providing critical skills that ensure the delivery of quality services;
 - (b) promote the development and retention of competent municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills;
 - (c) support the employment equity objectives of a municipality;

- (d) be based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace;
- (e) seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducting regular evaluations and improving the impact of learning, training and development; and
- (f) be designed to support and reinforce other capacity building programmes in municipalities.

(2) A staff member must take responsibility for his or her development and own career growth.

(3) A municipality must support its staff members by—

- (a) clarifying the skills required for jobs, identifying relevant skills needs and developing opportunities to satisfy the skills needs;
- (b) identifying new skills and knowledge required by staff to support their career growth and progression;
- (c) creating learning opportunities that will allow their staff to develop the skills and expertise to enable them to compete effectively for placement in new or vacant posts; and
- (d) allocating responsibilities to senior managers and supervisors to promote career development and to conduct career development consultations with staff members.

(4) The skills development process involves planning, skills assessment, implementation and review.

PART B

SKILLS DEVELOPMENT PLANNING

Alignment to strategic planning cycles

- 62.** The determination of municipal skills needs, priorities and budgets must be—
- (a) developed once every five years at the commencement of the integrated development planning process and may be reviewed annually thereafter; and
 - (b) aligned to the strategic planning cycles associated with the—
 - (i) integrated development plan;
 - (ii) municipal budget;
 - (iii) human resource planning; and
 - (iv) performance management cycle.

Determination of skills needs

- 63.** Skills needs in municipalities must be determined by conducting—

- (a) skills needs analysis, in which the municipality must identify skill needs at municipal and department levels based on critical roles and job categories and associated competencies; and
- (b) a staff skills audit, which must identify skills needs for each staff member based on specific competency needs associated with current roles and future career aspirations.

Skills needs analysis

64. (1) Every municipality must conduct a skills needs analysis that analyses the municipality's skills needs and assesses the skills constraints on service delivery in the municipality as a whole and in each department or function.

(2) The skills needs analysis must identify the priority skills needs, which if effectively developed, will have a marked impact on the municipality's performance.

(3) The process of identifying the skills needs must—

- (a) be guided by the critical and scarce skills lists for the sector published by the Minister for Higher Education and Training and the Local Government: Competency Framework for Occupational Streams as contained in Annexure A of the Regulations.
- (b) take into account the related institutional capacity needs and workplace skills plan of the municipality; and
- (c) cover all major roles in the municipality, including—
 - (i) management and leadership;
 - (ii) technical, specialist, professional and administrative roles; and
 - (iii) specified priority skills needs.

(4) The skills needs analysis must be based on—

- (a) a strategic evaluation of skills needs that have constrained the service delivery and performance of the municipality and each of its departments or functions in the current year;
- (b) a review of community feedback information and an assessment as to whether a lack of skills has contributed to the shortcomings in respect of service delivery;
- (c) a review of the effectiveness of the implementation of previous priority skills development programmes and interventions; and
- (d) an analysis of individual staff member personal development plans to identify common skills needs across job categories.

Staff skills audit

65. (1) A municipality must conduct a skills analysis using programmes or systems determined by the Minister to ascertain the skills needs of staff members in respect of their current roles.

(2) A skills audit may comprise—

- (a) biographical audits, which includes information on the educational qualifications and experience of the staff member;
- (b) perception based assessments; and
- (c) evidence based assessments, including assessments using psychometric instruments.

Personal development plans

66. (1) Every staff member must have a personal development plan that sets out the strategies to—

- (a) address the staff member's development needs and specific skills to be developed for their current roles arising from the skills audit, as well as the learning interventions required to build these skills; and
- (b) develop new skills and provide exposure to new areas of work, which are linked to the realistic career aspirations of and opportunities available to the staff member.

(2) The personal development plan must take account of the skills audit and the implementation of the performance management system.

(3) No staff member may undergo training unless—

- (a) the training is contained in personal development plan of the staff member; or
- (b) the municipal manager or his or her delegate approves the training intervention.

Workplace skills plan

67. (1) A municipality must, in consultation with the trade unions, develop a workplace skills plan arising from the outcomes of institutional skills needs analysis and the individual skills audits.

(2) The workplace skills plan must include—

- (a) the priority skills needs for the municipality and each department or function;
- (b) the associated interventions that the municipality intends conducting; and
- (c) an aggregation of the learning and development initiatives from staff personal development plans.

(3) The workplace skills plan must be included in the municipality's integrated development plan.

Discretionary grants

68. A municipality must make use of discretionary grants to fund the development of critical and scarce skills that coincide with the published lists of critical and scarce skills or roles of the LGSETA or the Department of Higher Education and Training.

Budgeting for skills development

69. (1) A municipality must establish a skills development budget that provides funding for the priority skills needs identified in the workplace skills plan.

(2) The sources of funding for priority learning interventions are—

- (a) each municipality's own training budget;
- (b) the grants available from the LGSETA on approval of the workplace skills plan and resulting from discretionary grant submissions; and
- (c) additional funding available for skills development in municipalities from provincial and national government.

Recognition of prior learning assessment

70. (1) Recognition of prior learning assessment determine a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.

(2) Recognition of prior learning assessment must be conducted—

- (a) by service providers that are accredited by the relevant Education and Training Quality Assurance Body; and
- (b) in line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008).

PART C

IMPLEMENTING SKILLS DEVELOPMENT

Types of skills development programmes

71. A municipality must focus on developing priority skills through—

- (a) structured learning programmes, which may include learnerships, apprenticeships, technicians-in-training programmes and graduates-in-training programmes;
- (b) structured on-the-job learning and development, which may include—
 - (i) professional coaching of staff members by an external or internal expert coach where such capacity exists;
 - (ii) coaching of staff by supervisors, including guiding a staff member to develop new skills;

- (iii) mentoring staff to master technical, professional or specialist roles, which may include pairing a staff member with an expert for a period of time;
- (iv) the creative allocation of work to accelerate learning, including—
 - (aa) allocating staff members to a specific project;
 - (bb) seconding a staff member to another department or work area to increase the staff member's exposure to other work processes and systems;
 - (cc) increasing the responsibilities allocated to a staff member;
 - (dd) rotating staff through the full range of activities of a particular process or department; and
 - (ee) work shadowing, where a staff member is given the opportunity to observe a more senior professional or manager at work enabling the staff member to understand more complex and challenging roles in a structured and secure manner; and
- (c) professional development programmes.

Obligations of municipality

72. (1) Supervisors must collaborate on the re-allocation, rotation and secondment of staff members across functions within a municipality.

(2) A municipality must ensure the effective management of the quality of learning delivery, especially that provided by external training providers.

(3) Supervisors must be encouraged to gain coaching skills, and should actively coach and support the development of staff members who report to them.

(4) A municipality should prioritise the appointment of staff mentors who are experts in their fields to support structured skills transfers in order to achieve the required specialist and technical skills in respect of priority roles.

PART D

REVIEWING SKILLS DEVELOPMENT

Evaluating skills development quality and impact

73. (1) A municipality must—

- (a) conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation; and
- (b) adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

(2) A municipality must ensure that—

- (a) every supervisor annually report on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan;

- (b) the effect of implementing personal development plans for staff is evaluated;
- (c) evaluations, using standard benchmarks determined by the Minister, respond to priority learning programmes and contribute to the development of skills which result in improved performance and service delivery; and
- (d) regular skills development reports and evaluation results are—
 - (i) integrated into the wider capacity building initiatives within the municipality; and
 - (ii) reported to the relevant provincial and national capacity building structures.

PART E

PAYMENT FOR SKILLS DEVELOPMENT PROGRAMMES

Conditions of payment

74. (1) A municipality may agree to pay full or part payment for a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme.

(2) A municipality that agrees to pay for a learning programme must require the staff member to work for the municipality for a reasonable period after the completion of the programme, failing which the staff member must pay back the costs, or part of the costs, associated with the programme.

(3) Despite subregulation (1), if a staff member fails to attend or fails a learning programme, the municipality must recover the costs associated with the programme after complying with section 34 of the Basic Conditions of Employment Act.

CHAPTER 7

DISPUTE RESOLUTION

PART A

GRIEVANCES

Grievances

75. (1) The grievance procedure is aimed at providing management and staff members of a municipality with a credible mechanism for resolving staff grievances fairly, objectively and expeditiously.

- (2) A staff member may not use the grievance procedure—
 - (a) to amend any performance agreement or terms and conditions of any performance agreement concluded between that staff member and the municipality;

(b) to process a disciplinary matter or dismissal; or

(c) for the purposes of collective bargaining.

(3) All grievances must be resolved as soon as possible and at the lowest possible level in the reporting structure.

(4) A grievance that is brought to management's attention must be considered in a fair manner.

(5) Neither staff member nor his or her representative may suffer any prejudice, directly or indirectly, including victimisation or occupational prejudice, in their employment because they lodged or participated in a grievance in terms of this Chapter.

(6) The grievance proceedings must be conducted in compliance with the standards of procedural fairness.

(7) The parties to the grievance must disclose relevant documents which may assist to resolve a grievance except that no party is required to disclose information that—

(a) is legally privileged;

(b) the municipality cannot disclose without contravening a prohibition imposed on it by any law or order of any court;

(c) is confidential and, if disclosed, may cause substantial harm to a staff member or the municipality; or

(d) is private personal information relating to a staff member, unless that member of staff consents to the disclosure of the information.

(8) A staff member may be represented by a fellow staff member or trade union representative, which excludes a trade union official, of a registered trade union at any stage of the grievance procedures, but may not be represented by a legal practitioner.

(9) All proceedings and meetings relating to a grievance should be considered to be confidential.

(10) An aggrieved staff member who has referred a grievance, must take reasonable steps to exhaust the grievance procedures prior to referring a dispute to the bargaining council.

PART B

GRIEVANCE PROCEDURE

Step one: immediate supervisor

76. (1) An aggrieved staff member must lodge a grievance in writing with his or her immediate supervisor on the prescribed form, which is attached as Annexure H setting out the complaint and the desired result.

(2) If the grievance concerns—

(a) the conduct of the staff member's immediate supervisor, the staff member may disregard step one and submit the grievance on the prescribed form to the head of department or the staff member to whom this function is designated; and

- (b) the conduct of the head of department, the staff member may disregard steps one and two and submit the grievance on the prescribed form to the municipal manager or staff member to whom this function is delegated.
- (3) The immediate supervisor must—
- (a) take reasonable steps, in consultation with the aggrieved staff member, to resolve the grievance within five days of the grievance having been lodged with him or her; and
- (b) inform the aggrieved staff member of the outcome in writing.

Step two: head of department

77. (1) If a grievance has not been resolved to the satisfaction of the aggrieved staff member within five days of lodging the grievance in terms of step one, the aggrieved staff member may refer the matter in writing within ten days to the head of department or the staff member to whom this function is delegated.

(2) The head of department or the staff member to whom this function is delegated must arrange a meeting to consult and hold discussions with the aggrieved staff member in an attempt to resolve the matter.

(3) The head of department or the staff member to whom this function is designated must—

- (a) endeavour to resolve the grievance within 5 days of the grievance being referred to him or her; and
- (b) must inform the aggrieved staff member of the outcome in writing.

Step three: municipal manager

78. (1) If a grievance has not been resolved to the satisfaction of the aggrieved staff member within five days of lodging the grievance in terms of step two, the aggrieved staff member may refer the grievance in writing to the municipal manager or his/her delegate within ten days.

(2) The municipal manager must hold a meeting, attended by the aggrieved staff member and his or her representative, if any, and any other persons who, in the opinion of the municipal manager or a staff member to whom the function was designated, should attend.

(3) The municipal manager or the staff member to whom this function was delegated must—

- (a) hear details of the grievance, including proposals to resolve the issue;
- (b) endeavour to reach a resolution within 5 days of the referral in terms of this regulation; and
- (c) inform the aggrieved staff member in writing of the outcome of the hearing.

(4) The outcome referred to in subregulation (3)(c) is final in terms of this procedure, subject to the staff member's right to refer a dispute to the bargaining council

established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

Grievance against municipal manager

79. (1) If a grievance is against a municipal manager, the aggrieved staff member may refer the grievance to the mayor, who may seek to resolve the grievance.

(2) If the grievance is not resolved to the satisfaction of the aggrieved staff member within 5 days, the aggrieved staff member may refer the grievance to the relevant committee of the council established in terms of section 79 of the Municipal Structures Act, which must attempt to resolve the grievance within 30 days of the grievance being lodged with it.

(3) If a grievance has not been resolved to the satisfaction of the aggrieved staff member, the aggrieved staff member may refer a dispute in accordance with the applicable legislation to the bargaining council established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

(4) If a municipality fails to comply with timeframes set out in this grievance procedure, the aggrieved staff member may refer a dispute in accordance with the applicable legislation to the bargaining council established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

CHAPTER 8

DISCIPLINARY CODE AND PROCEDURES

PART A

DISCIPLINE

Discipline

80. (1) The purpose of a disciplinary code and procedure is to—

- (a) promote constructive, orderly and safe conduct in the workplace;
- (b) regulate discipline in a manner that is both substantively and procedurally fair;
- (c) promote certainty and consistency in the application of discipline;
- (d) establish principles, standards and procedures to be followed in order to address any misconduct; and
- (e) encourage staff to adhere to the appropriate standards of conduct required of them by providing for progressive and corrective action.

(2) It is the responsibility of every staff member to abide by the code of conduct and rules of discipline applicable to staff members.

(3) Discipline is a management function and supervisors are responsible for the management of discipline within their place of work.

(4) Discipline is a corrective measure and not a punitive one.

(5) A municipality must take all reasonable steps to ensure that discipline is applied in a prompt, fair, consistent and progressive manner.

(6) If a staff member commits misconduct that is also a criminal offence, the criminal procedure and the disciplinary procedure will continue as separate and different proceedings and the disciplinary action will not be halted due to pending external criminal actions against the staff member alleged to have committed the misconduct.

(7) The nature and severity of the staff member's alleged misconduct determines the nature and extent of the disciplinary action.

(8) Management will, if appropriate, correct and seek to improve conduct in the normal course of work. If there is a serious infringement or repeated misconduct, formal disciplinary procedures should be invoked.

(9) Disciplinary procedures must be fair, which means that as a minimum—

- (a) the staff member must be notified of the allegations using a form and language that the staff member can understand;
- (b) the staff member must be allowed an opportunity to state a case in response to the allegations, and if the staff member is found to have committed misconduct, to state a case concerning an appropriate sanction;
- (c) the staff member must be afforded a reasonable time to prepare a response, depending on the nature and complexity of the allegations;
- (d) the staff member must be entitled to representation by a fellow staff member or a trade union representative during a disciplinary process; and
- (e) the municipality must give the staff member written notification of and reason for the decision after the hearing.

(10) The disciplinary code and procedure applies to conduct off the municipality's premises or outside of working hours which may have an effect on the employment relationship or on the operation of the municipality.

PART B

DISCIPLINARY MEASURES

Forms of disciplinary measures

81. The application of discipline may take any of the following forms, depending on the circumstances of the particular case, the frequency and the severity of the misconduct:

- (a) corrective counselling;
- (b) verbal warning;
- (c) written warning;
- (d) final written warning;

- (e) suspension without pay;
- (f) transfer;
- (g) demotion; and
- (h) dismissal.

Corrective counselling

82. If the seriousness of the misconduct warrants corrective counselling, the staff member's supervisor may—

- (a) convene a meeting with the staff member and his or her representative;
- (b) inform the staff member of the misconduct and the rule or standard that the staff member is required to comply with;
- (c) give the staff member or that member's representative an opportunity to respond to the allegation or allegations;
- (d) decide on a course of action to correct the misconduct; and
- (e) place a note of the corrective counselling arising from this process on the staff member's personnel file.

Verbal warning

83. (1) If the seriousness of the misconduct warrants a verbal warning, the staff member's supervisor may, after considering the representations of the staff member, give the staff member a verbal warning.

(2) The staff member may be represented by a fellow staff member or trade union representative in this process.

(3) The verbal warning will be valid for three months.

(4) The purpose of the verbal warning is to—

- (a) inform the staff member of the misconduct and the rule or standard that the staff member is required to comply with; and
- (b) correct the staff member's conduct.

(5) A note recording the nature of the verbal warning and its date of issue must be kept in the staff member's personnel file, even after expiry of the warning, in order to serve as a record of the staff member's disciplinary history, and not in disciplinary proceedings.

Written warning

84. (1) If the seriousness of the misconduct warrants a written warning, the staff member's supervisor may, after considering the representations of the staff member, issue him or her with a written warning.

(2) The staff member may be represented by a fellow staff member or trade union representative in this process.

(3) The written warning must be in accordance with the form attached as Annexure I.

(4) A written warning will remain in effect for six months from the date of issue.

(5) A copy of the written warning must be kept in the staff member's personnel file, even after expiry of the warning, in order to serve as a record of the staff member's disciplinary history, and not in disciplinary proceedings.

(6) The supervisor must give a copy of the written warning to the staff member, who must sign receipt of the written warning.

(7) If the staff member refuses to sign receipt of the written warning, the manager must hand the warning to the staff member in the presence of a witness, and the manager and witness must sign the warning in confirmation that it was given to the staff member.

(8) If during the six-month validity period of the warning, the staff member is subject to disciplinary action, the written warning may be taken into account in deciding an appropriate sanction.

Final written warning

85. (1) If the seriousness of the misconduct warrants a final written warning, the manager may, after considering the staff member's representations, give the staff members final written warning.

(2) The staff member may be represented by a fellow staff member or trade union representative in this process.

(3) The final written warning must be in accordance with the form attached as Annexure H.

(4) A final written warning will remain in effect for 12 months from the date of issue.

(5) A copy of the final written warning must be kept in the staff member's personnel file, even after expiry of the warning, in order to serve as a record of the staff member's disciplinary history, and not in disciplinary proceedings.

(6) The supervisor must give the staff member a copy of the final written warning, who must sign receipt of the final written warning.

(7) If the staff member refuses to sign receipt of the final written warning, the manager must hand the warning to the staff member in the presence of a witness, and the manager and witness must sign the warning in confirmation that it was given to the staff member.

(8) If during the 12 month validity period of the warning the staff member is subject to disciplinary action, the final written warning may be taken into account in deciding an appropriate sanction.

Suspension without pay

86. Suspension without pay is a sanction that may be imposed by the presiding officer of a disciplinary hearing, for a maximum of three months if —

- (a) dismissal is justified, but there are mitigating circumstances warranting a sanction less than dismissal;
- (b) the staff member agrees to this sanction as an alternative to dismissal; and
- (c) together with the suspension, the staff member is issued with a final written warning valid for 12 months.

Transfer or demotion

87. A transfer or a demotion is a sanction that may be imposed by the presiding officer of a disciplinary hearing if—

- (a) dismissal is justified, but there are mitigating circumstances warranting a sanction less than dismissal;
- (b) the staff member agrees to either the transfer or demotion as an alternative to dismissal; and
- (c) in addition to the transfer or demotion, the staff member is issued with a final written warning valid for 12 months.

Dismissal

88. (1) Dismissal must be imposed by the presiding officer of a disciplinary hearing if—

- (a) the misconduct is of such a serious nature that it has resulted in the employment relationship having broken down or its continuation having been rendered intolerable; or
- (b) the misconduct would not ordinarily result in dismissal, but when considered together with the staff member's previous verbal warning, written warning or final written warning, irrespective of whether they are related to the latest misconduct, has resulted in the employment relationship having broken down or its continuation having been rendered intolerable.

(2) Dismissal may be with or without payment in lieu of notice, depending on the seriousness of the misconduct.

PART C

PRECAUTIONARY SUSPENSION

Precautionary suspension

89. (1) As a precautionary measure, the municipality may suspend a staff member on full pay pending the outcome of an investigation or disciplinary hearing if—

- (a) the municipality has a justifiable reason to believe that the staff member has engaged in serious misconduct, which may lead to the staff member's dismissal;
- (b) the municipality has an objectively justifiable reason to deny the staff member access to workplace based upon—
 - (i) the need to protect the integrity of the investigation or disciplinary hearing; or
 - (ii) some other relevant factor that would place the investigation, disciplinary hearing or the interests of the affected parties in jeopardy; and
- (c) the staff member in accordance with subregulation (3) is given an opportunity to state a case before the municipality makes any final decision to suspend the staff member.

(2) Relevant factors may include the safety of staff and other persons, and the possibility of interference with witnesses and electronic or written documents.

(3) Prior to making a final decision as to whether a staff member should be placed on precautionary suspension, the staff member's line manager must, in consultation with the manager responsible for human resources, issue the staff member with a notice of intention to suspend, setting out—

- (a) the municipality's intention to consider precautionary suspension;
- (b) requesting the staff member to provide either oral or written representations as to why he or she should not be placed on precautionary suspension; and
- (c) requiring the staff member's oral or written representations to be provided to the municipality within two days of the staff member having received the notice of intention to suspend.

(4) The staff member may be represented by a fellow employee or trade union representative in this process.

(5) A precautionary suspension is valid for a maximum of three months.

(6) Despite subregulation (4)—

- (a) if a disciplinary hearing has not been convened within the three month period, the municipal manager may extend the suspension on full pay for a further period of one month after again considering the factors set out in subregulations (1) and (2) and after considering the staff member's representations, if any; and
- (b) if a disciplinary hearing has been convened, the chairperson of the disciplinary hearing may extend the suspension on full pay after hearing the representations of the parties in respect of the factors set out in subregulations (1) and (2) and any other relevant issue.

(7) A notice to attend a disciplinary hearing setting out the misconduct allegations must be served upon a staff member who is placed upon precautionary suspension within 60 days of being placed upon precautionary suspension.

(8) A staff member placed on precautionary suspension may refer any dispute about an alleged unfair suspension to the bargaining council established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

PART D**DISCIPLINARY HEARING****Disciplinary hearing to be held promptly**

90. (1) Although it is recognised that investigations into some forms of misconduct may take longer than others, the municipality must, as a general rule, hold the disciplinary hearing as soon as is reasonably practicable after becoming aware of the misconduct.

(2) Any allegation of misconduct must be brought to the attention of the municipal manager. If there is reasonable cause to believe that an act of misconduct has been committed by the staff member, the municipal manager or his/ her delegate shall, within seven days, appoint an independent investigator to investigate the allegation(s) of misconduct.

(3) The investigator appointed in terms of subregulation (2) must, within a period of thirty days, submit a report with recommendations to the municipal manager or his/ her delegate as the case may be.

(4) After having considered the report referred to in subregulation (3), the municipal manager or his/ her delegate may, if sufficient grounds exist, decide to institute disciplinary action against the staff member.

(5) If the municipal manager or his/ her delegate determines that the allegation is frivolous, vexatious, speculative or obviously unfounded, the investigation must be terminated.

(6) The disciplinary hearing must commence within three months of the decision to institute disciplinary action.

Financial misconduct procedures

91. Notwithstanding anything to the contrary herein, disciplinary procedures and investigations involving financial misconduct shall be conducted in terms of the Municipal Regulations of Financial Misconduct Procedures and Criminal Proceedings, 2014, Government Notice No. 425 as published in Government Gazette No. 37682 of 30 May 2014.

Notice to attend disciplinary hearing

92. (1) The municipality must give the staff member at least seven days' notice of the disciplinary hearing. However, where the relevant disciplinary charges are serious and complex, the municipality shall, upon request, consider an extension of the seven day period as aforesaid.

(2) The notice to attend the disciplinary hearing must be in accordance with the form attached as Annexure K.

(3) If the staff member alleged to have committed an act of misconduct refuses to acknowledge receipt of the notice, the staff member must be handed the notice in the presence of a witness, and the person who handed the notice to the staff member and the witness must sign a copy of the notice in confirmation that it was given to the staff member.

(4) Notwithstanding subregulation (3) the municipality may, for the purpose of disciplinary proceedings contemplated in these regulations and for the purpose of giving any notice contemplated herein, give a staff member notice to attend a disciplinary hearing by sending a notice in writing to the address, including the fax number and email address if applicable, as provided by the staff member, which address the staff member elect to use as his or her chosen domicilium *citandi et executandi*.

(5) Any notice given in terms of these regulations will be in writing and be deemed to have been received—

- (a) on the date of delivery if delivered by hand during normal business hours;
- (b) on the seventh day or extended period contemplated in subregulation (1) following posting if posted by either pre-paid registered post or ordinary mail, as the case may be;
- (c) on the date appearing on the transmission report generated by the fax machine if sent by fax; or
- (d) on the date of transmission if sent by electronic mail.

(6) Any written notice received will be adequate written notice.

(7) For purposes of this chapter, a staff member who changes his or her address to another physical address in the Republic of South Africa may do so by giving fourteen day written notice to the municipality.

Disciplinary action against trade union representative, official or office-bearer

93. If the staff member alleged to have committed an act of misconduct is a trade union representative or an office-bearer or official of a trade union, the municipality must notify the trade union and consult with the trade union before the disciplinary hearing commences.

Non-attendance or postponement of disciplinary hearing

94. (1) A disciplinary hearing may be postponed only if there is valid and sufficient reason for the postponement.

(2) If the staff member refuses or fails to attend the disciplinary hearing without good cause, and the presiding officer is satisfied that the staff member was duly notified of the date, time and place of the disciplinary hearing, the hearing may continue in his or her absence.

Record of disciplinary hearing

95. (1) A municipality must appoint a person to keep minutes of the proceedings or arrange for a recording of the hearing.

(2) A staff member charged with an act of misconduct is entitled to a copy of the minutes of the hearing or the recording.

Initiator

96. A municipality must appoint an initiator to present its case at the disciplinary hearing.

Presiding officer

97. (1) A municipality must appoint a presiding officer to chair the disciplinary hearing.

(2) The presiding officer must be objective and may not have been involved in the matter prior to the hearing.

(3) In the event that the presiding officer is also a staff member of a municipality, he or she must be employed at least one level higher than both the staff member who is alleged to have committed misconduct and the initiator.

(4) The presiding officer may not confer, consult or have contact with any of the parties or their representatives on any aspect of the case.

(5) The staff member may, upon good cause shown, apply for the recusal of the presiding officer.

(6) The municipality may, where appropriate, appoint an external independent presiding officer to chair the disciplinary hearing.

(7) The presiding officer's role is to—

(a) chair the disciplinary hearing in a fair, diligent and impartial manner, granting the parties sufficient opportunity to make their representations;

(b) make the staff member alleged to have committed misconduct aware of the allegation or allegations of misconduct and his or her rights;

(c) make written findings based on the evidence presented;

(d) make interim determinations or rulings as may be deemed necessary;

(e) propose compromises and/or settlements in disposal of the whole or a portion of the charges with the consent of the parties.

(f) ratify any written plea agreement entered into by the parties at any stage of the hearing; and

(g) if necessary—

(i) decide upon an appropriate sanction;

(ii) advise the staff member of the sanction;

- (iii) afford the staff member alleged to have committed a misconduct and the initiator sufficient opportunity to present mitigating and aggravating circumstances; and
 - (iv) complete the necessary documentation.
- (8) The determination of the presiding officer may not be altered by the municipal manager or any other governing structure of a municipality and shall be final and binding on the municipality except as otherwise permitted by law.

Representation at disciplinary hearing

- 98.** (1) A staff member is entitled to be represented at a disciplinary hearing by a fellow staff member or a trade union representative.
- (2) In a disciplinary hearing, neither the municipality nor the staff member may be represented by a legal practitioner unless the staff member or the representative of the municipality is a legal practitioner or has a legal qualification.

Legal costs

- 99.** A staff member represented by a legal practitioner must bear the costs of his or her legal practitioner.

Conducting disciplinary hearing

- 100.** (1) The presiding officer must—
- (a) confirm that the staff member alleged to have committed a misconduct understands his or her rights as set out in the Notice to Attend a Disciplinary Hearing, attached as Annexure I;
 - (b) read out the allegation(s) of misconduct and confirm that the staff member understands these allegations;
 - (c) grant the staff member or his or her representative an opportunity to state whether the staff member accepts or rejects all or part of the misconduct allegations; and
 - (d) provide the initiator and the staff member or his or her representative—
 - (i) with sufficient time to motivate their cases, which may include, where appropriate, the calling of witnesses;
 - (ii) access to all relevant documents or items produced as evidence;
 - (iii) an opportunity to question the witnesses; and
 - (iv) the opportunity to summarise their cases at the end of the proceedings.
- (2) During the hearing, the presiding officer may—
- (a) question any of the witnesses in the hearing; and
 - (b) call any witnesses that he or she believes are necessary to resolve a matter in dispute.
- (3) The presiding officer must—

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Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 3 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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- (a) make his or her findings in writing within five days of the conclusion of the hearing on the merits of the matter and the findings; and
- (b) in his or her report summarise the relevant evidence and the grounds on which the findings were made.
- (4) In evaluating whether the staff member has committed the misconduct the presiding officer must consider—
- (a) whether the staff member contravened a rule or standard regulating conduct in, or of relevance to, the workplace; and
- (b) if the rule or standard was contravened, whether or not—
- (i) the rule was valid or reasonable;
- (ii) the staff member was aware, or could reasonably be expected to have been aware of the rule or standard; and
- (iii) the rule or standard has been consistently applied by the municipality.
- (5) The initiator shall have the duty to begin and shall bear the onus of proving each and every allegation of misconduct as set out in the notice of misconduct on a balance of probabilities.
- (6) If the staff member is found to have committed the misconduct, the initiator and staff member or his or her representative may lead evidence and make submissions in mitigation or aggravation of the sanction, as the case may be.
- (7) In determining the appropriate sanction, the presiding officer must, in order to ensure consistency, have regard to the municipality's approach to discipline in similar matters.
- (8) The presiding officer's decision with regard to the sanction must be made in writing within five days of the conclusion of the hearing.
- (9) If the sanction is a summary dismissal, the staff member's date of dismissal is the date upon which the sanction is delivered to the staff member.

Transitional arrangements

- 101.** Any disciplinary process instituted before the commencement of these Regulations and not yet completed—
- (a) must be finalised in terms of the prescripts and procedures applicable at the time when the process was instituted; or
- (b) may, by agreement in writing between the affected staff member and the municipality be finalised in terms of these Regulations.

PART E

REFERRAL OF DISPUTES AND PRE-DISMISSAL ARBITRATION

Referral of dispute

102. If a staff member is dissatisfied with the result of the disciplinary hearing and/ or appeal hearing or the fairness of the procedure adopted at the hearing or both, the staff member may in terms of the Labour Relations Act refer the dispute to the appropriate forum which has jurisdiction to hear the matter.

Pre-dismissal arbitration

103. (1) Despite the provisions of this chapter, the municipality may, with the consent of the staff member, request the CCMA to conduct an arbitration into allegation(s) of misconduct or poor performance against a staff member as provided for under section 188A of the Labour Relations Act.

(2) The decision of the arbitrator appointed in terms of sub-regulation (1) shall be final and binding and only subject to review by the Labour Court.

(3) The municipality must bear the costs of the arbitrator if it converts a disciplinary hearing into a pre-dismissal arbitration.

(4) Despite the provisions of this chapter, the municipality and the staff member may agree, in writing, to convert a disciplinary hearing into a private pre-dismissal arbitration and to conduct the arbitration in terms of an arbitration agreement as contemplated in the Arbitration Act, 1965 (Act No. 42 of 1965).

Disciplinary action in case of protected disclosures

104. No disciplinary action may be taken against a staff member who has made a protected disclosure in terms of the Protected Disclosures Act, 2000 (Act No. 26 of 2000) if no investigation or disciplinary process was in progress prior to the staff member having made the protected disclosure unless such proposed disciplinary action has been submitted to the relevant MEC for local government for review and approval.

Appeal

105. (1) The staff member has the right to appeal against any disciplinary finding and/ or sanction, which has been given at a disciplinary hearing. The staff member may waive the right to an appeal and proceed to refer a dispute as provided for in the Labour Relations Act.

(2) An appeal must be lodged on the prescribed form within ten (10) days of receipt of written notification of the findings sanction of the disciplinary hearing. However, the presiding officer may condone any late application for an appeal on good cause shown.

(3) The grounds for appeal must be clearly set out in staff member's notice of appeal, provided that failure to raise grounds of appeal shall not preclude the staff member from subsequently raising it before the disciplinary appeal hearing.

(4) The presiding officer of the disciplinary appeal hearing shall fix the time and date of the hearing.

(5) In the case where the sanction imposed was up to a maximum of a final written warning, an appeal will be heard by a management level above that of the presiding officer of the disciplinary hearing. In the case where the sanction imposed as a dismissal or a suspension without pay, an appeal shall be heard by a higher level of management who does not exercise direct management control over the affected staff member.

(6) By agreement between the parties, an appeal may be heard by an arbitrator appointed by the parties to the appeal from the panel of arbitrators existing in the relevant division.

(7) The appeal will be heard on the grounds of an appeal submitted by the staff member and any subsequent amendment thereto, by having regard to the record of the disciplinary hearing proceedings and the submissions and arguments of the parties based thereon.

(8) The appeal should not entail the rehearing of the matter *de novo*.

(9) The disciplinary appeal hearing shall have the power to confirm or set aside any decision, determination or finding and to confirm set aside or reduce any sanction imposed by the disciplinary hearing.

(10) A party shall deliver to the opposing party, and to the presiding officer, a brief statement of case at least two days prior to the date of the disciplinary appeal hearing. No further pleading shall be exchanged unless otherwise agreed.

(11) The statement of case shall concisely set out the facts upon which the party relies, the conclusions of law upon which the party relies and the relief that the party seeks.

(12) The disciplinary appeal hearing should commence within a reasonable time from the date of service of the notice of appeal but shall take place not earlier than five days and not later than ten days from the date that the notice of appeal was lodged.

(13) The disciplinary appeal hearing shall be conducted expeditiously and with the minimum legal formalities and provided that the standards of procedural fairness are complied with.

(14) The presiding officer of the disciplinary appeal hearing shall consider whether the finding and sanction imposed by the disciplinary hearing were fair and correct and shall be entitled to make whatsoever order the presiding officer deems fair and reasonable in the circumstances.

(15) The presiding officer of the disciplinary appeal hearing shall make the determination, in writing, within ten (10) days from the last day of the hearing of the appeal and provide a copy of the determination to the municipal manager or his/ her delegate and the staff member or his/ her representative.

(16) The determination of the presiding officer of the disciplinary appeal hearing may not be altered by the municipal manager or any other governing structure of a municipality and shall be final and binding on the municipality except as otherwise permitted by law.

PART F**TYPES OF DISCIPLINARY OFFENCES****Types of misconduct**

106. (1) The list below is a guideline only and is not intended to be an exhaustive list of possible disciplinary offences.

(2) A staff member will be guilty of misconduct if he or she—

- (a) absents himself or herself from duty without leave;
- (b) without written approval from his or her municipality, performs work for compensation in a private capacity for another person or organisation either during or outside working hours;
- (c) while on duty, conducts himself or herself in an improper, disgraceful and unacceptable manner;
- (d) Demonstrates any rude, abusive, insolent, provocative, intimidating or aggressive behaviour to a fellow staff member;
- (e) participates, either individually or with others, in any form of action, which will have the effect of disrupting the operations of the municipality, other than actions contemplated by the Labour Relations Act;
- (f) wrongfully discloses privileged information;
- (g) while on duty, is under the influence of intoxicating, illegal, unauthorised, habit-forming or stupefying drugs, including alcohol;
- (h) displays disrespect towards others in the workplace or displays abusive or insolent behaviour;
- (i) intimidates or victimises fellow staff members;
- (j) prevents other staff members from belonging to any trade union or body;
- (k) without permission, possesses or wrongfully uses the property of the municipality or that of another staff member or a visitor;
- (l) fails to comply with or contravenes any Act of Parliament, regulation or legal obligation relating to the employment relationship;
- (m) bribes or commits a financial misconduct, fraud or corruption;
- (n) wilfully, intentionally or negligently damages or causes loss of municipal property;
- (o) endangers the lives of himself or herself or others by disregarding safety rules or regulations;
- (p) prejudices the administration, discipline or efficiency of a municipality, office or institution of the municipality;
- (q) misuses his or her position in the municipality to promote or to prejudice the interest of any political party;
- (r) accepts any compensation in cash or otherwise from a member of the public or another staff member for performing his or her duties without written approval from the municipal council;

- (s) fails to carry out a lawful instruction without just or reasonable cause;
- (t) derelicts his or her duties, absents or repeatedly absents himself or herself from work without reason or prior permission;
- (u) commits an act of sexual harassment;
- (v) unfairly discriminates against others on the basis of race, gender, disability, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution;
- (w) performs poorly or inadequately for reasons other than incapacity;
- (x) contravenes the Code of Conduct for Municipal Staff Members contained in Schedule 2 of the Act;
- (y) assaults, or attempts or threatens to assault, another staff member or person while on duty;
- (z) incites other municipal staff to engage in un-procedural and unlawful conduct;
- (aA) operates any money lending scheme for staff members for his or her own benefit during working hours or from the premises of the municipality;
- (bB) carries or keeps a firearm or other dangerous weapon on municipal premises, without the written authorisation of the municipality;
- (cC) refuses to obey security regulations;
- (dD) gives false statements or evidence in the execution of his or her duties;
- (eE) falsifies records or any other documentation;
- (fF) participates in un-procedural, unprotected or unlawful industrial action;
- (gG) fails or refuses to follow a formal programme of counselling contemplated in these regulations; or
- (hH) commits a common law or statutory offence while on municipal premises.

CHAPTER 9

REMUNERATION RELATED MATTERS

Information on remuneration

107. (1) In dealing with remuneration related information, a staff member of a municipality working with such information shall respect the a staff member's right to privacy.

- (3) In the week before a staff member's salary pay day, a municipal manager or his or her delegate shall provide a staff member with the following information in writing—
 - (a) the municipality's name and address;
 - (b) the staff member's name;
 - (c) the staff member's job title and occupational category in terms of the systems of occupational stream and remuneration;
 - (d) the staff member's salary notch;

- (e) any other form of compensation that the municipality pays directly to the staff member on a monthly basis;
- (f) the period for which payment is made;
- (g) the amount and purpose of any deductions; and
- (h) the actual amount paid to the staff member.

CHAPTER 10

GENERAL

Delegations

108. (1) The municipal council may delegate any function allocated to it in terms of these Regulations provided that it complies with section 59 of the Act.

(2) The municipal manager may delegate any function allocated to him or her in terms of these Regulations provided that the delegation—

- (a) complies with the principles set out in section 59 of the Act ;and
- (b) is approved by the municipal council in accordance with the system of delegations contemplated in section 59(1) of the Act.

Transitional arrangements

109. (1) Unless the Minister determines otherwise the job evaluation systems to be used by a municipality in terms of regulation 9(1), the municipal manager must establish a job evaluation system to be implemented in the municipality after taking into account—

- (a) the suitability of the job evaluation system to the category or categories of jobs to be evaluated;
- (b) the costs of the job evaluation system; and
- (c) the previous system used.

(2) The results of the job evaluation system approved by the municipal manager in terms of subregulation 9(4) must be capable of correlation.

(3) These regulations do not affect the validity of a contract of employment concluded before these Regulations are promulgated.

(4) In the event that a staff member has not attained the prescribed competencies as provided for in the Regulations, the municipality must utilise the skills audit processes to identify and address the staff member's competency gaps and development needs.

(5) A staff member who was appointed before these Regulations came into effect and who do not meet the minimum competency requirements of the relevant post as prescribed shall be deemed to be meeting the requirements of the post. Notwithstanding anything in this regulation, a municipality may place a staff member on programme to acquire the competency requirements as prescribed.

(6) The provisions of the contract of employment concluded before these Regulations are promulgated prevail if there is a conflict between a provision of the contract of employment and a provision of these Regulations.

Personnel records

110. (1) A municipal manager must keep records of each staff member in a municipality and update it frequently.

(2) Records contemplated in subregulation 1 must be disposed of in terms of the National Archives of South Africa Act.

Repeal of regulations

111. (1) Chapter 2 of the Local Government: Regulations on Appointment and Conditions of Employment of Senior Managers as published in Government Notice No. 21 of 17 January 2014, and all provisions thereto, made and in force under the Act, are hereby repealed.

(2) Anything done under regulation 34 and 5 of Notice 21 of 17 January 2014, which could be done under a provision of these Regulations, shall be deemed to have been done under that provision.

Short title and commencement

112. These Regulations are called the Local Government: Municipal Staff Regulations and come into effect on the date of publication in the *Gazette*.

ANNEXURE A

LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR OCCUPATIONAL STREAMS

Overview of the competency framework

The competency framework is the enabling framework that provides an integration of key human resource processes. It is seen as the backbone of the Talent Management process such as recruitment and selection, individual performance management, succession planning, career path, training and development, reward and remuneration.

The competency framework standardises a number of processes and make them transparent. It provides a more objective and accurate assessment of individuals enabling the municipality to select and recruit the right people, identify critical development areas, and promote people timeously. This should assist in ensuring that all staff know and are aware of what it takes to succeed in the municipality.

In terms of recruitment and selection the competency framework provides a more objective and accurate assessment of individuals enabling the municipality to select and recruit the right people, in the right job at the right level of competence. It informs the job description, profile, interview processes, and any other assessments that may be undertaken during the selection process.

The competency framework assists in standardising the individual performance management process. It makes it more transparent and provides a more objective and accurate basis of assessment. Individuals are measured against the competencies at their job level and can be measured against competencies at the next level to assess their promotion potential.

The competency framework can assist most individuals in developing their careers within the municipality. It outlines the job ladder and competencies for each job within that ladder. Managers can therefore assess an individual's competency in terms of jobs within the career stream and assess their readiness for promotion based on their defined career path. Further, high potential individuals, identified through individual performance management and other assessments, can be developed in line with the competencies in the appropriate career paths, fast tracking their progression up the career ladder.

The competency framework enables individuals to understand their strengths and development areas and to identify the training and development interventions to attain the competencies required for optimal performance. This should assist in ensuring that all staff members know and are aware of what it takes to succeed in the municipality.

Application

The application of competencies is key to ensure a common thread through various HR process. To contextualise the application of competencies, key competency frameworks for occupational streams in local government is needed to establish the minimum requirements to be successful in any position occupied by a person serving in a municipality.

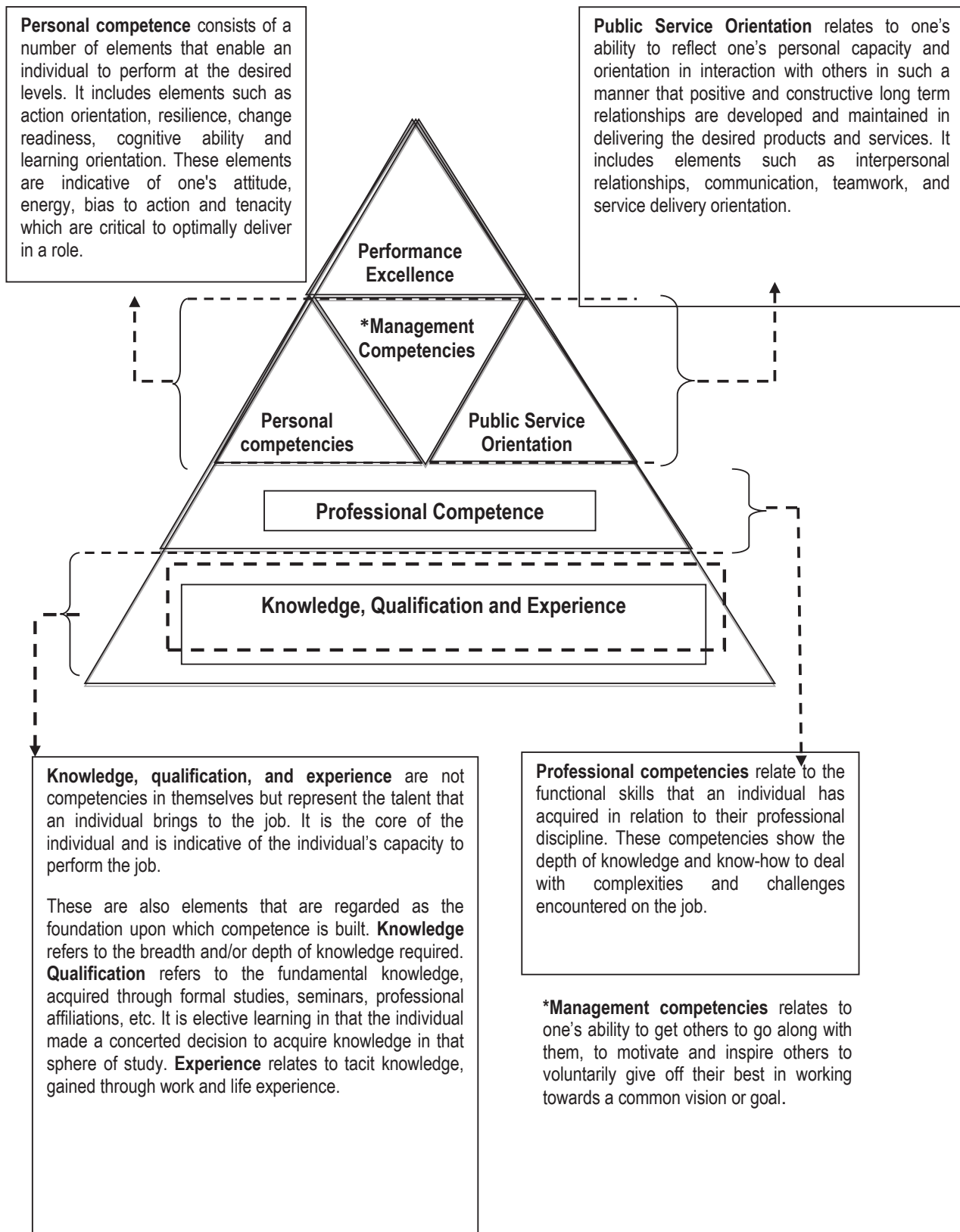
1. Interpretation

Competency frameworks provide an indication of the skills, knowledge and experience that is required for one to be successful in a particular job.

The framework is illustrated in figure 1. In terms of the framework, there are essentially 5 building blocks or competency sets that contribute to an individual's performance in a particular job. These include:

- 1.1 Knowledge, experience and qualifications
- 1.2 Professional competence (competence in the functional and technical areas of the job)
- 1.3 Personal competencies
- 1.4 Public Service Orientation
- 1.5 Management

Figure 1: Application of the Competency Framework



The competency framework recognises that local government municipalities typically exist to focus on key clusters of service delivery. These are generally defined as Development and Town Planning, Technical Services, Community Services, Corporate Services, Safety and Security and Financial Services.

Under each of these clusters, there are key functional areas that support the implementation of the service delivery in terms of the local government mandate. These are mapped under each cluster. To enable a standardised approach to human resource processes around key competency measurement in each functional area, functional specific career/professional streams are defined in support of the professional minimum competence required to execute work in the functional area. These are in essence the competency frameworks. The competency frameworks developed will ensure a clear understanding of the competencies as defined in professional competency, public service orientation competency, personal competency and management competency.

The competency framework will provide an indication of the typical designations, minimum requirements around knowledge, experience and qualifications and the levels of competence as set out against a group of competencies defined per career stream.

Each competency framework consists of competencies as defined for the career stream applicable and then levels of competencies that vary between 2 to 5 levels. The levels of competence in some career streams are limited to only 2 levels as the interpretation of job requirements clearly limits the application of such a KPA or key tasks to only two levels. In instances where the career stream in professional occupations commences at junior professional level and proceed to principal / chief professional level, work are normally of a similar nature and difference in complexity, responsibility, application of knowledge and experience may vary and hence it will clearly motivate competence over 5 different levels e.g. Junior Engineer, Engineer, Senior Engineer, Principal Engineer, Chief Engineer.

The application of the competency levels would describe the minimum level of competence required at a certain level. It describes work in relation to the requirements of the position in a municipality and can therefore be applied in any local, district or metropolitan municipality.

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ANNEXURE A: LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR OCCUPATIONAL STREAMS

| KEY FUNCTIONAL CLUSTERS OF LOCAL GOVERNMENT THAT INFORMS THE CAREER STREAM TO WHICH COMPETENCIES AND MINIMUM REQUIREMENTS WILL BE MAPPED | | | | | | |
|--|---|---|--|--|--|--|
| CLUSTERS | DEVELOPMENT AND TOWN PLANNING | TECHNICAL SERVICES | COMMUNITY SERVICES | CORPORATE SERVICES | SAFETY AND SECURITY | FINANCE |
| FUNCTIONS | <ul style="list-style-type: none"> Local Economic Development Social Development Tourism Marketing and Development Spatial Planning / Planning and Building Development / Urban Design Environmental Resource Management Human Settlements Geomatics and Spatial data management Property Management Events Management Arts and Culture | <ul style="list-style-type: none"> Transport Roads and Storm-water Water and Sanitation Solid Waste Energy Fleet Management Mechanical Workshops | <ul style="list-style-type: none"> Health Services Parks Sports and Recreation Libraries Strategic Assets Community Facilities | <ul style="list-style-type: none"> Human Resources Legal Services Information Systems & Technology Forensics Internal Audit Integrated Risk Management Integrated Development Planning Employment Equity Communication and Marketing Municipal Offices and Facilities Management Knowledge Management Executive Support Services (incl. Committee services, Councillor support) Ombudsman | <ul style="list-style-type: none"> Traffic Services Law Enforcement Metro Police Disaster Risk Management Fire and Rescue Services Public Emergency Communication Centres Disaster Risk Management Centre | <ul style="list-style-type: none"> Revenue Treasury Budgets Supply Chain Management Expenditure Valuations |
| COMPETENCY FRAMEWORKS PER CAREER STREAM | <ul style="list-style-type: none"> Professional Planners, Planning Technicians, Planning Technologists Professional Technologists | <ul style="list-style-type: none"> Professional Planners, Planning Technicians, Planning Technologists Professional Engineers, Engineering | <ul style="list-style-type: none"> Health Professionals Environmental Health / Specialised Environmental | <ul style="list-style-type: none"> Human Resources Legal Professionals Information Systems & Technology Forensics | <ul style="list-style-type: none"> Traffic officials Law Enforcement Metro Police Fire and Rescue Services | <ul style="list-style-type: none"> SCM professionals Valuation professionals Finance |

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| | <p>Engineers, Engineering Technologists, Engineering Technicians</p> <ul style="list-style-type: none"> • Tourism • Local Economic Development • Social Development • Quantity Surveying • Human Settlements • Field Officers • Property / Building Inspection • Plans Examination | <p>Technologists, Engineering Technicians</p> <ul style="list-style-type: none"> • <u>Transport</u> • Traffic analysts • Public transport • Water / Solid Waste / Meter reading • Water Conservation • Water Pollution control • Sampling services • Laboratory Services | <p>Health (Air Quality / Radiation)</p> <ul style="list-style-type: none"> • Health Services including Health Information and Health programmes • Pharmaceutical Services • Libraries • Community facilities management | <p>Internal Audit</p> <ul style="list-style-type: none"> • Risk Management • Integrated Development Planning • Communications • Knowledge Management • Committees • Records Management • Language services • Printing services | <ul style="list-style-type: none"> • Disaster risk management • Disaster management centre operators | <p>Professionals 1.</p> |
| <p>GENERIC CROSS CUTTING CAREER STREAMS / COMPETENCY FRAMEWORKS</p> | <ul style="list-style-type: none"> • Operational Stream • Workers • Drivers • Operators • Handyman • Artisan stream • Administrative stream • GIS and Geo Science stream • Supervisory stream • Facility Management • Technical / Technician (generic) • Financial Professionals • Management / Leadership • Project Administrative support • Project / Programme management | | | | | |

1. ADMINISTRATIVE

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited) | Clerk, Courier Office Assistant Data Capturer Receptionist | Assistant Administrative Officer Stores clerk Specialist/senior clerk Call centre agents Office Administrator Secretary | Administrative Supervisor Depot Administrator Administrative Officer Personal Assistant / Senior Executive Secretary Call Centre Team Lead | Office Manager Administrative Manager Call Centre Supervisor |
| KNOWLEDGE | Provides routine clerical support and follows standard procedures. Operates under direct supervision. | Performs complex administrative functions which require specialised knowledge. Operates under limited supervision | Specialised knowledge of admin processes and procedures within a functional area/s. Supervises more junior clerical staff Knowledge of Archive Act | Full range of administrative knowledge in the management of a function Manages administrative and clerical staff Knowledge of Archive Act |
| EXPERIENCE | Between 0 and 2 years' experience | Between 2 and 5 years' relevant experience | Between 5 and 8 years' relevant experience | Minimum 8 years or more relevant experience of which 2 years must be at Supervisory level |
| QUALIFICATION | Grade 12 | Grade 12 Computer Literacy | Grade 12 with supervisory experience Personal assistant, senior / executive secretary requires Grade | Three year National Diploma or B degree relevant to this occupational stream |

| | | 12 plus relevant secretarial certificate | | | |
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| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | | |
| 1. Written Communication The ability to communicate in writing as appropriate to specific audiences | <ul style="list-style-type: none"> • Reads and understands basic documents • Able to follow basic instructions as contained in written communication • Able to respond in writing to basic types of communication | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to follow complex instructions as contained in written communication • Able to respond in writing to complex types of communication | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Prepares considered, high quality reports for decision-making within the organisation • Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work | |
| 2. Oral Communication The ability to articulate a message in an understandable and convincing manner | <ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues • Confirms / clarifies understanding of instructions, thereby avoiding mistakes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Makes self-understood to others, pointing out specific issues or considerations to be taken into account | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Interprets complex language / communication • Able to communicate complex ideas to others in an understandable way | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues | |
| 3. Business Processes Ability to engage with systems or component processes and make continuous improvements | <ul style="list-style-type: none"> • Follows laid-down procedures diligently • Identifies elements in a process that may create bottlenecks and blockages • Brings supervisor's attention to bottlenecks and blockages | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Modifies and arranges elements in a process to improve it on an ongoing basis • Makes recommendations on improvements to a process or system | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Understands entire process with a view to ongoing improvement • Designs processes to address specific issues with input and approval from supervisor / colleagues | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness • Ensures that changes are implemented and properly communicated | |

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| <p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options</p> | <ul style="list-style-type: none"> • Interacts with various clients / stakeholders on a daily basis • Answers basic questions politely and helpfully | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Gives options for client / stakeholders actions from a range of actions available • Follows through on option selected by client / stakeholder within confines of laid down procedure | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Ascertains a range of options for client / stakeholder action • Gives options and recommendation of preferred option to client / stakeholder • Provides reasons for preferred option • Follows through on final decision | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Identifies preferred solution with potential consequences • Decides on best option within risk profile • Creates understanding with client / stakeholder/groups as to best option • Executes option and accepts consequences and accountability |
| <p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> • Follows laid down procedures as prescribed in policy / standard operating procedures • Is alert to potential conflicts of interest and follows procedures to deal with these • Brings potential issues of conflict to the attention of the supervisor • Aware of resources available to resolve ethical issues | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies and evaluates risks involved in alternative courses of action • Able to identify risks involved in alternative courses of action • Recommends appropriate course of action to supervisor | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Is able to identify potential conflicts of interest in terms of regulatory and policy frameworks • Identifies contentious issues and resolves these with clients • Fosters a culture of ethical behaviour by example • Makes preliminary finding and recommends on difficult ethical issues • Recommends a course of action based upon evaluation of relevant facts, issues and risks • In making a recommendation is able to Demonstrate how that recommendation will achieve desired objectives | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Evaluates relevant facts, issues and risks • Distinguishes among various options • Resolves ethical and potential conflict of interest issues to conclusion taking into account associated risks • Upholds good and ethical conduct |

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| <p>6. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p> | <ul style="list-style-type: none"> • Understands how a business unit functions • Basic knowledge about the municipality • Basic knowledge of the local government environment • Knowledge of the municipality's priorities and goals • Operates within of the municipality's policies and procedures • Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and is able to communicate the municipality's priorities and goals • In-depth knowledge of municipality's policies and procedures • Understands priorities, goals and issues within local government sector • Understands and applies the regulatory framework in local government within the functional area • Knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Contributes to shaping the departmental specific goals and priorities • Well-developed knowledge of relevant municipal legislation • Contributes toward addressing the departmental service delivery challenges | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities • Contributes to shaping the Directorate / Municipality's policies and procedures • Demonstrates knowledge of relevant municipal legislation • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services |
| <p>7. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.</p> | <ul style="list-style-type: none"> • Identifies simple problems within a set process • Alerts supervisor of problems within a set process • Solves problems of a basic nature | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies problems in processes • Refers problems to supervisor for resolution but offers alternatives or recommendations | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Breaks problems into component parts • Understands to whom to refer problematic elements • Gets input from team / colleagues as to possible solutions • Develops alternative solutions and refers to supervisor for approval • Follows up on resolutions | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Conceptualises possible solutions to problems • Weighs each solution against best-practice criteria • Establishes and executes plans to solve problems engaging others as necessary • Ensures implementation and buy-in to the solution |

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| <p>8. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p> | <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule Modifies plans in line with instructions from supervisors Executes tasks according to plan in order of priority, using some discretion | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Plans tasks on a daily basis according to assessment of schedule of activities Executes tasks in order of priority and urgency | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Plans tasks weekly Prioritises tasks on a daily basis according to an assessment of schedule of activities Executes or delegates tasks to appropriate individuals | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Plans tasks on a monthly basis for self and others Prepares delegated plans for others on a weekly basis Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input |
| <p>9. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p> | <ul style="list-style-type: none"> Ability to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone Demonstrates basic computer literacy Basic knowledge of MS Office | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Ability to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Intermediary knowledge of MS Office | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Able to use advanced features of MS Office packages Able to process data utilising various computer software packages | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Understands how to use computer packages to process a range of data Optimise the use of technology for effective and efficient operations within office |
| <p>10. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.</p> | <ul style="list-style-type: none"> Enters data into specific applications, computerised or manual according to set procedures Checks data as it is entered for obvious errors | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to conduct basic analysis of data by printing out standardised reports | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus ; Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint) | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Able to analyse complex data through the creation of spreadsheets and databases Able to summarise conclusions to analysis in order to make meaningful decisions |
| <p>11. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission | <ul style="list-style-type: none"> Demonstrates competencies from level 1, plus ; Conducts quality check of work of subordinates for errors and omissions before submission | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Maintains a project checklist covering all detail which might be omitted Ensure that all information is | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Monitors projects and programmes Checks against standards and regulations and signs off on |

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| | | <ul style="list-style-type: none"> Ensures all details of a task are accomplished Checks against standards and regulations | <p>available in the preparation of documentation</p> | <ul style="list-style-type: none"> documents Accurately reviews documents and edits documents created by others |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement Awareness of how people and municipality interface and function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Structures written documents in a logical framework Captures complex issues clearly and concisely Conveys alternative viewpoints Organises discussions in logical manner Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to |

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| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints | <p>capture the attention of the audience</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction • Takes personal responsibility for providing excellent service quality • Addresses less complicated problems promptly, without being defensive | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the client's issues and seeks information about their current and future requirements • Supports others to take personal responsibility to deliver excellent customer service • Monitors client satisfaction | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Takes specific and sustained action to implement the client service vision • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.) | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates personal commitment to the client service vision through own actions and attitudes • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision. |
| Management | | | | |
| <ul style="list-style-type: none"> • Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Motivates and inspires others • Effectively influences senior management and executive • Establishes support and projects authority and credibility |

| | | | and subordinates | Uses influence to achieve objectives |
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| <ul style="list-style-type: none"> Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion across functional areas Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <ul style="list-style-type: none"> Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focussed performance |
| <ul style="list-style-type: none"> Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent. | <ul style="list-style-type: none"> Shares knowledge and information with peers | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates Able to identify own development needs | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Has strong subject matter knowledge Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Actively involved in the retention and development of talent within the unit Actively creates development opportunities by crafting roles to best meet the needs of individuals |

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| | | | <ul style="list-style-type: none"> • Able to identify appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <ul style="list-style-type: none"> • Constantly on the lookout for training opportunities for subordinates |
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2. ARTISAN

| LEVELS | 1 | 2 | 3 | 4 |
|---|--|---|--|---|
| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Artisan Aide Artisan Assistant Apprentice Maintenance Assistant | Artisan Engineering Electrician Instrument Mechanician Fitter and Turner Artisan Construction Special Workman | Artisan Supervisor Senior Artisan Specialist Engineering Artisan | Engineering Foreman Engineering Superintendent Artisan Foreman Mechanical Workshop Foreman Maintenance Supervisor/Manager |
| KNOWLEDGE | Assists technical staff. Follows short term instructions. Closely supervised. Performs easily observable actions | Perform activities within a trade. Works independently and could supervise staff Special Workman – Performs non-qualified artisan work | Perform high level more complex activities within a trade. Works independently and could supervise staff | Performs more specialised activities within a trade. Works independently and could supervise staff |
| EXPERIENCE | Studying towards a trade certificate or one years' experience required | Between 1 and 2 years' experience required Special Workman – Between 2 and 3 years' experience required | Between 3 and 5 years post apprenticeship experience required | Between 3 and 5 years post apprenticeship experience required |
| QUALIFICATION | Studying toward a trade certificate | Trade certificate Special Workman – Proficiency certificate, Grade 11 or equivalent | Trade certificate | Trade certificate |

| N2 level certificate | | COMPETENCIES | | | |
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| | | 1 | 2 | 3 | 4 |
| COMPETENCY LEVELS | | Functional / Professional | | | |
| <p>1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.</p> | <ul style="list-style-type: none"> Remains focused on task at hand. Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion. Completes tasks on time | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors and controls activities by maintaining a log of work, production, or maintenance. Able to prioritise tasks. Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate Able to prioritize resources to meet competing deadlines | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Clearly communicates expectations to supervised staff Provides guidance and instruction when delegating Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively. Makes contingency plans | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Knows and relies on the "experts" in various departments who can address and solve special problems. Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) Establishes appropriate procedures to keep informed of issues and results. Ensures that high-priority work is accomplished within required timelines | |
| | <p>2. Work Place Safety The ability to identify and correct conditions that affect employee safety.</p> | <ul style="list-style-type: none"> Displays knowledge of all related safety or security regulations. Is aware of co-workers' safety in the workplace. Understands how to use and operate safety equipment. Enforces safety and/or security procedures. Is aware of the hazards of working with dangerous materials. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates and/or explains safety equipment and/or procedures Reviews safety training materials. Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions. Checks equipment and/or work area regularly. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>3. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.</p> | <ul style="list-style-type: none"> Deals with clearly defined problems that are task specific that have a low impact and low risk. Applies a pragmatic approach to problem solving Applies tacit knowledge/experience to determine best possible solutions. Knows when to refer problem to supervisor for resolution. | <ul style="list-style-type: none"> Takes corrective action— Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies problems following defined diagnostic processes. Identifies various alternative options and selects most appropriate solutions Understands potential impact of problems to own working environment. Can identify problems that are not routine and will refer to supervisor for resolution | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Generates various solutions / options and contingency plans for localized problems Involves the appropriate people, to resolve complex task related problems Puts preventative measures in place to ensure that problems do not recur in the future | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Probes deeply and considers consequences and risks attached to actions and the impact of solutions Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur. |
| <p>4. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan</p> | <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list. Modifies plans in line with instructions from supervisors. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies resource requirements for undertaking specific tasks. Organises, prioritises and schedules tasks so that they can be performed with efficient use of time and resources Measures progress and monitors performance and results Develops contingency plans for potential problems. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <ul style="list-style-type: none"> Quality Orientation Ensures high quality output, accurately checks processes and | <ul style="list-style-type: none"> Accurately and carefully follows established procedures for completing | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of for errors | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>tasks and shows attention to detail</p> | <ul style="list-style-type: none"> work tasks Ensures that all details of a task are completed Checks work for errors Reviews all parts of a job to ensure quality | <ul style="list-style-type: none"> Checks against set standards and regulations Maintains a project checklist covering all detail that may be overlooked Initiates action to correct quality problems | | |
| <ul style="list-style-type: none"> Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role | <ul style="list-style-type: none"> Undertakes routine tasks Has developed a level of skill and experience in a technical area of work Is aware of factors that may negatively impact the completion of a job | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the technical language of the job Understands the technical components of the job and has a sound understanding of specific trade principles Ability to read schematic drawings and basic designs Understands the use and application of the full range of appropriate tools and equipment Has essential knowledge of operations and maintenance of equipment and infrastructure. Has the ability to identify task specific problems and analyse all factors that influence the solution. This will involve various activities specific to the particular trade involving: designing, constructing, repairing, fabricating, fault finding and diagnostics. Applies previous learnings to new/different situations Accomplishes tasks within a | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Applies specialist knowledge to situations, to solve problems or enhance solutions Anticipates events, situations and incidents that may impact the work environment and takes corrective action. Shows sound problem solving skills and analytical ability Ensures knowledge transfer and training and mentoring of more junior staff | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 |

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| | <ul style="list-style-type: none"> specific trade without asking for guidance or instruction Has knowledge of updating equipment register and exercises stock control of material issued | | | |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals</p> | <ul style="list-style-type: none"> Shows a commitment to excellence and quality Meets deadlines Is friendly and responsive to community members when dealing with service delivery issues | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Engages effectively with the general public and clients Corrects service delivery problems promptly without being defensive | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands and articulates client needs Manages client and business expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Establishes a collaborative relationship with client and line departments Has in-depth knowledge on service delivery matters as it relates to their work area |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Gets on with others Communicates effectively Co-operates with others Appears optimistic and positive | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to establish rapport and relates easily to others Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external clients Wins concessions without damaging relationships | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement Awareness of how people and organisations function |
| <p>3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Able to understand basic verbal instructions from supervisor sand colleagues Checks own understanding of tasks and expectations to avoid making mistakes | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Can translate technical information into terms that are understood by subordinates and customers | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Communicates effectively both verbal and written Is able to compile routine reports and keeps relevant | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to read situations and interest positions and to respond appropriately Communicates complex and |

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| | <ul style="list-style-type: none"> Understands basic technical jargon | <ul style="list-style-type: none"> Responds to questions with accurate and complete answers | <p>record for the unit. Uses appropriate style and format to communicate to internal and external clients</p> | <ul style="list-style-type: none"> technical information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focussed performance |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Deserving of respect from peers and supervisors | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Makes positive impact and comes across as confident and competent Motivates subordinates to accomplish tasks and missions Has credibility with staff | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Tactfully confronts and corrects others when necessary Fosters team work and collaboration | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others Effectively influences colleagues and supervisors at more senior levels Establishes support and projects authority and credibility Uses influence to achieve objectives and sell ideas |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of</p> | <ul style="list-style-type: none"> Appears willing to learn new ways of doing things | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands subordinates | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Encourages 'on-the-job' | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Has specialised subject matter |

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| subordinates and to encourage their development with the view of optimising their talent and potential. | <ul style="list-style-type: none"> Provides guidance and support where necessary Understands own development needs Shares knowledge and information with peers and subordinates | <ul style="list-style-type: none"> Anticipates mistakes and freely offers assistance without being overbearing Monitors progress and gives individuals specific feedback on their performance | <ul style="list-style-type: none"> Shows an ability to understand underlying causes for non or poor performance and to provide the appropriate support |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Co-operates and works well with others Shows consideration towards others Seen to be reliable and dependable | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Encourages team approach to problem solving Involves others by listening to and fully involving others in team decisions Recognises and respects the value of diverse views | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion within functional areas Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |

4. BUILDING INSPECTOR

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (these are a guide and therefore not limited to) | Assistant Building Inspector | Building Inspector | Senior Building Inspector | Principal Building Inspector |
| KNOWLEDGE | Acquiring knowledge of operational execution of duties relating to Building Development Management | To have knowledge of the National Building Regulations and Building Standards Act, No 103 of 1977. A technical and operational understanding of the Building Control functions including the | To have knowledge of the National Building Regulations and Building Standards Act, No 103 of 1977. A technical and operational understanding of the Building Control functions including the | To have knowledge of the National Building Regulations and Building Standards Act, No 103 of 1977. A technical and operational understanding of the Building Control functions including the |

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| | technical natures of Tracking Systems. | technical natures of Tracking Systems. | technical natures of Tracking Systems. | technical natures of Tracking Systems. |
| | Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function. | Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function. | Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function. | Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function. |
| EXPERIENCE | Between 0 and 2 year's appropriate experience. | Between 3 and 5 years building industry experience. | Between 5 and 8 years building industry experience. | More than 8 years building industry experience of which 3 years must be in a supervisory capacity. |
| QUALIFICATION | A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB | A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB | A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB | A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | | | | |
| | 1 | 2 | 3 | 4 |
| | Functional / Professional | | | |
| 1. Building development Ability to pre-empt or respond to safety and security problems in the development of a building / buildings. | <ul style="list-style-type: none"> Assists with the undertaking the inspection of building work as required by the National Building Regulations in an efficient and effective manner and within the prescribed timeframes. Assists with the reporting of contraventions in terms of the National Building Regulations | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Initiates self-directed activity within the patrol area Able to apply knowledge of local non-criminal statutes and regulations for minimising community safety issues Controls critical incidents using standard operating procedures | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Co-ordinates multiple patrol activities Plans and co-ordinates patrol activities for special events such as festivals and protests Able to develop strategies and procedures for dealing with community support services | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |

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| | <ul style="list-style-type: none"> and Building Standards Act Assists with the Preparing site inspection reports in respect of unauthorized building work for legal notices. Assists with ensuring that notices are prepared and served in the right manner. Assists with updating the Tracker System. Carrying out any building development related function assigned by his immediate supervisor. | <ul style="list-style-type: none"> Exercises judgement in stressful conditions Ensures safety of others whilst using force | <ul style="list-style-type: none"> Maintains confidence and self-control under duress | |
| <p>2. Building Inspectorate Customer Centric Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.</p> | <ul style="list-style-type: none"> Assists with the providing a service to internal/external customers by: Advising on building related issues specifically with regard to the approved building plan and the requirements of the National Building Regulations and Building Standards Act, No 103 of 1977. Effectively dealing with complaints received by communicating whether or not the proposed or existing activity complies with the National Building Regulations and Building Standards Act, No 103 of 1977. <p>Assists with site inspections:</p> | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and takes action to deal with the issues and needs of different groups within the community Talks to people in the community and tries to understand the social issues that affect the community Identifies and builds relationships with influential people and groups within the community Persuades community members of the need to co-operate with the police and law enforcement agencies Actively influences the way different ethnic groups view the police and law enforcement | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Focuses policing plans, objective and targets on meeting the needs of the community Makes sure local objectives are agreed in partnership with local statutory and voluntary agencies Understands the complexity and effects of policing a variety of different communities Clearly identifies and acts on the views and needs of stakeholders and customers Is sensitive to the needs and interests of other organisations when working with them Makes sure the organisation relates to people of all ages, | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |

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| <p>3. Legal Administration Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p> | <ul style="list-style-type: none"> Assists with site inspections in terms of the National Building Regulations and Building Standards Act, No 103 of 1977 of all buildings under construction. Assists with coordinating site inspections with other departments (i.e. Fire, Health, sewerage, etc. contraventions, completions and Occupancy Certificates for buildings). Assists with site inspections relating to Hoarding and demolition permit applications. Undertakes inspections at the request of the Senior Professional BDM or the section Head BDM. | <p>services</p> <ul style="list-style-type: none"> Encourages officers and staff to learn about the issues affecting their local area Finds ways of helping people to understand the different points of view within the community Makes sure people understand that the service is part of the community, rather than controlling it Encourages and finds ways for different groups to give their opinions Encourages and helps members of the community to get involved in the organisation Promotes the interests of the Municipality to the outsiders | <p>backgrounds and views</p> <ul style="list-style-type: none"> Sets up structures and processes that encourage effective working relationships with the media Explains why and how money is being spent in the organisation to stakeholders and the public Shows a belief that the organisation is responsible to the local community Keeps local communities informed of progress in meeting their needs and dealing with their concerns Balances social and political needs with financial restrictions Monitors service delivery to make sure customers' needs are met | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |
| | <ul style="list-style-type: none"> Assists with the processing of legal correspondence. Assists with the updating the relevant Tracker System. Assists with preparing reports and dockets for submission to Council or the Magistrate's Court as and when instructed by immediate functional supervisor. | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Takes a systematic approach to gathering information Gathers different versions of events to build up a picture of a situation Carries out research to identify relevant facts that are not immediately available Identifies inconsistencies in information Checks information to make sure it is correct | <ul style="list-style-type: none"> Assists with preparing reports and dockets for submission to Council or the Magistrate's Court as and when instructed by immediate functional supervisor. Demonstrates competencies from level 1 and 2. Uses an analytical approach to solve problems Challenges underlying assumptions to make sure information is accurate Gathers information and ideas | |

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| <p>4. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p> | <ul style="list-style-type: none"> • Sells the benefits of a decision or situation to others • Backs up arguments with facts • Uses logic and reason to persuade and influence others • Presents convincing/persuasive arguments | <ul style="list-style-type: none"> • Takes account of all information however small it is • Analyses information carefully to make sure it has not been misunderstood • Makes sure that decisions are made using as much reliable information as possible • Assesses and takes account of risk when making decisions • Finds new ways of solving problems • Considers the views and motives of everyone involved when drawing conclusions | <ul style="list-style-type: none"> • from outside to benefit the organisation • Takes an intelligence-driven approach to complex situations • Identifies trends in statistical data • Analyses information to identify possible problems in the future • Clearly identifies the main issues in complex problems and focuses on them • Considers different options and thinks through 'what if' scenarios • Produces imaginative responses to complex problems • Makes balanced decisions that rare in proportion to the problem being faced • Exercises good judgement, making fair decisions • Tests widely for possible reactions to controversial decisions | |
| | | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Handles objections by acknowledging issues and suggesting alternatives • Involves people who have positive attitudes to get commitment from others • Sets clear negotiating aims and outcomes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Identifies important players in a situation • Achieves a general agreement at all levels • Develops logical arguments, selling the benefits to everyone involved • Focuses on important elements | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Assesses the reaction of key players and adjusts arguments accordingly • Creates a vision of the future that others can relate to and find attractive • Negotiates successful outcomes with stakeholders, |

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| <p>5. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.</p> | <ul style="list-style-type: none"> Deals confidently with members of the public, drawing on own skills and experience Is comfortable working alone with an appropriate level of supervision and guidance Puts a positive view on situation and concentrates on what can be achieved Is aware of personal stress and takes steps to manage it Accepts criticism and praise Controls emotions and does not get emotionally involved in disputes Is patient when dealing with people who make complaints Acts in a confident way when challenged Says 'no' when necessary | <ul style="list-style-type: none"> Understands the negotiating position of others and considers them Makes sure that everyone involved is satisfied with agreements that have been reached | <p>of complicated issues to sell the viewpoint to others</p> <ul style="list-style-type: none"> Tailors arguments to include the points that will have the most influence on the others involved | <p>gaining their support to achieve organisational objectives</p> <ul style="list-style-type: none"> Identifies the real power base in other organisations as a starting point for negotiation Understands outside partners' preferred approaches to agreeing solutions |
| <p>6. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a</p> | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Is reliable in a crisis, remains calm and thinks clearly Sorts out conflict and deals with hostility and provocation in a calm and restrained way Responds to challenges rationally, avoiding inappropriate emotion Deals with difficult emotional issues and then moves on | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages conflicting pressures and tensions Maintains professional ethics when confronted with pressure from others Copes with ambiguity and deals with uncertainty and frustration Resists pressure to make quick decisions where full consideration is needed | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Remains focused and in control of situations Makes and carries through decisions, even if they are unpopular, difficult or controversial Stands firmly by a position when it is right to do so | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Makes sure that people get important messages and receive decisions accurately Delivers effective presentations to a wide variety of audiences |

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| <p>common understanding.</p> | <ul style="list-style-type: none"> • avoids the use of jargon • Ensures that communication has clear purpose • Ensures that communication is factual, accurate and provided on time • Communicates information in an interesting way • Pays attention and shows interest in what others are saying • Uses correct spelling, punctuation and grammar • Listens carefully to understand • Asks questions to clarify issues | <p>behind them</p> <ul style="list-style-type: none"> • Communicates face to face wherever possible if appropriate • Speaks with authority and confidence • Changes the style of communication to meet the needs of the audience • Manages group discussions effectively • Summarises information to ensure a common understanding • Supports arguments and recommendations effectively in writing • Produces well-structured reports and written summaries • Able to provide accurate, clear testimony in a court of law | <ul style="list-style-type: none"> • Uses appropriate visual aids and techniques to get the message across and help understanding • Deals with issues effectively even when under extreme pressure from the media • Considers how different audiences will interpret information • Communicates in a way that is understandable and meaningful to everyone • Checks how effective communication is to the target audience • Takes every opportunity to reinforce important messages | |
| <p>7. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> • Alert to potential conflicts of interest and follows procedures to deal with conflicts • Understands and follows municipal policies and legislation • Understands resources available in municipality to resolve ethical issues • Able to identify risks involved in alternative courses of action | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Identifies and evaluates risks involved in alternative courses of action • Recommends appropriate course of action to supervising practitioners | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Recognises potential conflicts of interest under applicable professional standards • Identifies other contentious issues and resolves these with clients • Fosters a culture of ethical behaviour • Makes preliminary decisions and recommendations on difficult ethical issues • Recommends a course of action based upon evaluation of | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Properly resolves ethical, business and issue conflicts • Evaluates relevant facts, issues and risks • Distinguishes among various options • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks |

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| | | | <ul style="list-style-type: none"> relevant facts, issues and risks Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives | |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement Awareness of how people and organisations function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Structures written documents in a logical framework Captures complex issues clearly and concisely Conveys alternative viewpoints Organises discussions in logical manner Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to |

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| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints | <p>capture the attention of the audience</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required |
| Management | | | | |
| <p>1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and collaborates easily with others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across functional areas • Encourages team approach to problem solving • Recognises and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members |
| <p>2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction • Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team • Provides a clear sense of |

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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares knowledge and information with peers and subordinates • Able to identify own development needs | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has strong subject matter knowledge • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Able to identify appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <p>purpose and focuses on successful completion of objectives</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focussed performance • Demonstrates competencies from level 1 to 3. • Actively involved in the retention and development of talent within the organisation • Leads by example • Actively creates development opportunities by crafting roles to best meet the needs of individuals • Constantly on the lookout for training opportunities for subordinates |
| <p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers and subordinates | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Motivates and inspires others • Effectively influences senior management and executive • Establishes support and projects authority and credibility • Uses influence to achieve objectives |

4. COMMITTEE SERVICES

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guide and therefore not limited) | Dispatcher | Committee Clerk | Admin Officer: Committees | GM: Committee Services Manager: Council Support |
| KNOWLEDGE | Tasks associated with the collection, batching and distribution of mail and other related correspondence Provide general office support Delivery of documentation and agendas originating within the division to relevant divisions | Secretarial support to Council meetings through the application of laid down meeting procedures and recording proceedings at meetings Preparation of minutes and agendas General admin functions Translation and interpreting services associated with the processing and updating of information connected with Council sittings Render a proof reading service and compiling of database with regard to language services | Performs tasks/activities associated with coordinating the logistical requirements for Council and Committee meetings Provision of secretarial support through the application of laid down meeting procedures Related administrative tasks Monitoring and Supervision | Provision of secretarial support to Council, Mayoral committee and Management. Promote interface between Political sphere and Management |
| EXPERIENCE | Between 6 and 12 months' relevant experience required | Between 1 and 2 years' relevant experience required. | Between 3 and 5 years' relevant administrative experience required. | More than 5 years' managerial experience |
| QUALIFICATION | ABET level 3/4 Code EB drivers licence | Grade 12 Computer literacy | Administration or Secretarial Diploma or equivalent Computer literacy | Appropriate 3 year B. Degree |

| COMPETENCIES | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| | Functional / Professional | | | |
| 1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve organisational goals. | <ul style="list-style-type: none"> • Good relations with co-workers as the job requires contact with all levels of personnel of different divisions | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Communicates effectively and acknowledges contributions of others • Accurately captures information in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Assigns clearly defined tasks to subordinates • Gives direction to team in meeting objectives • Facilitates team goal setting and problem solving • Manages conflict through a participatory transparent approach. • Provides insight, assistance to subordinates in promoting a culturally and racially integrated workplace | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 • Lead, direct and manage staff within the unit so that they meet objectives • Ensure employees have clear role descriptions which are linked to overall strategic objectives of the unit. • Persuades political heads to adopt and implement resolutions/outcomes arrived at in Council meetings |
| 2. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes. | <ul style="list-style-type: none"> • Effectively allocates own time to complete work • Able to use resources optimally • Able to prioritize tasks • Remains focused on task at hand • Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion | <ul style="list-style-type: none"> • Demonstrates competencies from level 1.; • Able to prioritize multiple resources to meet competing deadlines • Compiles and maintains a register work done • Study relevant documentation for Council sittings • Consult with experienced language practitioners externally when references do not offer solutions to translation problems • Contribute towards setting up of language and orthography standards | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Provide guidance and instruction when delegating • Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively • Makes contingency plans • Communicate with office bearers to establish items for inclusion on the agenda and the submission of general reports and proposals supporting the agenda items | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Co-ordinate Council, Mayoral Committee, Management and other Committees • Prepare annual cycle of meetings with cut off dates • Manage the use of Council resources in order to deliver an effective and efficient service |

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| <p>3. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p> | <ul style="list-style-type: none"> Basic reading and writing skills for sorting and delivering communication to correct departments/councillors | | | |
| | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Perusing documentation relevant to the text, especially Minutes of Proceedings, By Laws and Explanatory Memoranda for correct references Transcribing by taking into consideration the balance between speed and accuracy Adhering to technical layout requirements of reports Using latitude when to deviate from the Member's actual words Deciding under which item on the index to record proceedings and speech subjects, or creating such if it does not exist Contribute towards setting up of language and orthography standards Using of work processing applications to prepare minutes and notifications of meetings Update committee files and records inserting attendance registers, notifications, correspondence and minutes in accordance with established | | | |
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| | | | <ul style="list-style-type: none"> Allocate secretarial resources in accordance with the status complexity of meetings and submitting completed schedules for approval and execution | |
| | | | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Communicate with internal departments and/or external service providers in respect of the catering requirements and/or stationery and equipment needed for specific sessions Compilation and distribution of Execution Letter in order to make follow up on implementation of resolutions agreed upon | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Editing and proof reading of all agendas and minutes Drafting internal memos Prepares considered high quality written communication |

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| <p>4. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p> | <ul style="list-style-type: none"> Batching mail and correspondence according to location to support ease in the delivery sequence Time schedule to ensure that agendas and relevant documents are delivered timeously for upcoming meetings | <p>referencing sequences</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and allocates resources Responsible for the deployment and control of the necessary equipment to undertake the work Measures progress and monitors performance and results Ensure that catering and stationary needs are planned ahead for set meetings Circulate agendas, notifications and minutes to members Adhere to technical layout requirements of reports Request notes/documentation from Council Members when necessary | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Determines tasks and resources—Determines project/assignment requirements by breaking them down into tasks; identifying equipment, materials, and people needed; and coordinating with internal and external partners With reference to Council's schedule of meetings, arrange and confirm venues with due consideration given to the number of delegates attending and facilities required Allocate secretarial resources in accordance with the status and complexity of meetings and submit completed schedules for approval and execution. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage and monitor routing of submissions Manage and use of Council resources in order to deliver an effective and efficient service Formulates work using goal setting, objectives, targets, schedules and plans with associated budgets and resources according to organization's procedures in order to achieve outputs of the unit |
| <p>5. Computer Literacy</p> | <ul style="list-style-type: none"> Basic reading and writing only | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Extensive knowledge of Microsoft Word as well as Excel Above average typing speed | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Above average proficiency on MS Office | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>The ability to focus on service delivery and the interests of the clients and stakeholders.</p> | <ul style="list-style-type: none"> Keeps commitments and promises in undertaking tasks and meeting deadlines. Corrects service delivery problems promptly without being defensive. | <p>from level 1.</p> <ul style="list-style-type: none"> Researches needs of clients. Consults clients and stakeholders on ways to improve the delivery of services. Acts professionally in interaction with clients and stakeholders. | <p>from level 1 and 2.</p> <ul style="list-style-type: none"> Ensures all follow-up activities are completed. Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards. Creates a climate of service delivery excellence for unit. | <p>from levels 1 to 3.</p> <ul style="list-style-type: none"> Ensures that all communication with stakeholders is a two-way process. Ensures that technologies and systems designed to support service delivery and client needs are monitored and updated. Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. Consults and utilises international best practices on service delivery innovation. |
| <p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Is able to establish rapport and gets on with others. Communicates effectively. | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Relates to people at all levels of the organisation. Acknowledges contributions of others. Shows confidence in engagement with internal and external stakeholders. | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. Convinces others of ideas without suppressing their views. | <p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> Acknowledges merits in others' arguments and incorporates proposals where merited. Negotiates skilfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. Is able to be direct and forthright as well as diplomatic and tactful. Handles sensitive one-on-one discussions effectively (does not disclose sensitive information). Demonstrates the patience to hear people out and |

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| | <ul style="list-style-type: none"> Understands the range of clients to be served. Takes personal responsibility for providing excellent service quality. Corrects problems promptly, without being defensive. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Supports others to take personal responsibility to deliver excellent customer service. Understands the client's issues and seeks information about their current and future requirements. Takes specific and sustained action to implement the client service vision. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates personal commitment to the client service vision through own actions and attitudes. Maintains clear communication with clients regarding mutual expectations. | <p>accurately restate their opinions, even when not in agreement.</p> <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions. Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. Ensures response times are quick. |
| Management | | | | |
| <p>3. Client orientation and customer focus Understands the service needs of a client/customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and exceeding client needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides guidance to others and focuses on successful completion of objectives. Motivates self and others to produce quality work within deadline. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Sets out work for others in a well-planned and clear manner. Helps to clarify roles and responsibilities of team members. Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results. Inspires staff with own behaviour – 'walks the talk'. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Is forward thinking and produces innovative ideas. Defines roles and responsibilities for team members and clearly communicates expectations. Monitors the management of multiple tasks and balances priorities and conflicts between tasks. Grasps and articulates the big picture and its implications. Maintains a clear focus on the long-term goals and |
| <p>1. Leadership The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | | | | |

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| <p>2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional. Is respected by peers. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates colleagues to accomplish tasks and missions. Influences others effectively using a number of techniques. Has credibility with staff, management and stakeholders. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals. Tactfully confronts and corrects others when necessary. Demonstrates calm around adversity. Motivates service providers to accomplish tasks. | <p>produces more than one way of getting there.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and projects authority and credibility. Is called upon to mediate conflicts and disagreements. Settles disputes as quickly and effectively as possible to reduce tension and conflict. Is able to make unpopular decisions if it is in the best interests of the organisation. Shows strength of character maintaining performance under duress and pressure. Uses an in-depth understanding of the interactions within a group to move towards a specific agenda. |
| <p>3. Team orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others. Is able to function effectively as a team member. Shares information and collaborates easily with others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Works effectively with people from other departments. Participates actively as a member of a team to move the team towards the attainment of goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Listens to and fully involves others in team decisions. Encourages team approach to problem solving. Recognises and respects the value of diverse views. Draws on diverse backgrounds, skills and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views). Uses complex strategies, such as team assignments and cross training, to |

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| <p>4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers. • Understands own limitations. • Articulates tasks and expectations and sets realistic standards. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Anticipates mistakes and freely offers assistance without being overbearing. • Actively renews own personal and professional skills and applies them in a productive way in the work environment. • Encourages 'on-the-job' training and the acquisition of new skills. | <ul style="list-style-type: none"> • Builds team spirit and cohesion within the unit. • Creates strong morale/team spirit. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Empowers others and distributes the workload appropriately. • Encourages self-reliance and allows staff to make and learn from mistakes. • Sets challenging tasks that stretches individuals' abilities and self-confidence. | <p>promote team morale and productivity.</p> <ul style="list-style-type: none"> • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. • Is actively involved in the retention and development of talent within the unit. • Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style. • Provides individuals with guidance on how to handle new or difficult situations. |
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5. COMMUNICATION

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Entry level Professional Level Media Liaison Officer, Public Relations Officer, Internal Communications Officer, Marketing Officer Digital Systems Officer | Higher Level Professional Media Coordinator, Snr Media Liaison Officer Snr Public Relations Officer Snr Internal Communications Officer Snr Marketing Officer Snr Digital Systems Officer | Smaller function Head Public Relations Manager, Internal Communications Manager, Marketing Manager, Brand Manager Digital Systems Manager Publications Head | Larger function Head Media Manager, Senior Public Relations Manager, Senior Public Affairs Manager, Senior Marketing Manager Senior Brand Manager | Department Head Communication Director |
| KNOWLEDGE | Operational internal/ external communication and/or public relations work to build and maintain a positive reputation for and awareness of the organisation. | Coordination of internal/external communication and public relations programmes to build and sustain a positive reputation for the organisation. | Management of the business activities of a specialist branch/ function within a larger department. Would include the management of staff/service providers and relevant business activities. | Management of the business activities of a larger, more complex and diverse specialist branch/ function within a larger department. The management of staff/service providers and relevant business activities. | Offering and guiding on strategic direction to a multi-faceted communication function and provides communication support to the organisational as a whole. |
| EXPERIENCE | Up to 1 year relevant experience | Between 3 and 5 years relevant experience required | Between 3 to 5 years' relevant experience at a senior practitioner level is required | Between 5 to 8 years relevant experience at a senior practitioner level is required. | More than 8 years relevant experience in a communication environment. Experience at managerial level Should have experience in more than one specialist discipline |

| QUALIFICATION | Relevant post matric ICT certificate / diploma in the relevant profession | 3 year relevant professional qualification | 3 year degree in a relevant professional qualification | 3 year degree in a relevant professional qualification | 3 year degree in a relevant professional qualification |
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| | COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
| Functional / Professional | | | | | |
| <p>1. Communication The ability to convey information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and ensures understanding of the message.</p> | <ul style="list-style-type: none"> Demonstrates effective oral and written communication skills. Attends to communication messages of the organization – correctly interprets and responds promptly and appropriately. Ability to interrogate when communication is unclear. Familiar with various communication platforms Good understanding of specific platforms/tools that individual is responsible for. Demonstrates an understanding of the issues in the environment and how best to disseminate communication messages Able to communicate at multiple levels depending on the target audience | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to operate within functional area without direct supervision. Organize work in a logical manner and prioritize issues. Conveys information through various communication platforms, either directly, or in consultation with other functionaries Ensures that all communication (both verbal and written) is clear and unambiguous. Adapts communication content and style according to the audience, including managing body language effectively. Able to be allocated specific assignments and to work without direct supervision. Is receptive to suggestions | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Designs and implements business plan for the function responsible for. Develops communication strategies Campaign management Management of day to day work activities within function. Able to take on complex communication tasks, develop and communicate messages appropriately to obtain understanding. Balances political views with organisational needs when communicating Ensures all bases are covered and that all information is correct and complete Management of unplanned and urgent | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 Note: Level 4 practitioners are responsible for larger, more diverse functions and need to be capable of managing the higher degree of complexity, diversity and significance of issues. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus: Build and maintain relations with the media. Is pro-active in dealing with all situations and displays initiative – responding quickly to issues. Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness. Ensures all communication is coordinated and integrated. Deliver an integrated communications strategy and plan. High level stakeholder |

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| <p>2. Organisational Awareness Demonstrates an awareness of the municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the municipality</p> | <ul style="list-style-type: none"> Has an understanding of the mandate of the organization and how the organization works. Aware of the municipality's programs and priorities, goals and objectives. Diplomatic and tactful Familiar with the relevant legislative framework governing the municipality/ organization | <ul style="list-style-type: none"> and ideas from others. Demonstrates an in-depth understanding of the issues to be communicated. | <ul style="list-style-type: none"> communication. Proactively deals with issues before they become a crisis High level stakeholder management and liaison Would liaise closely with other function heads to ensure completeness of messaging. | | <ul style="list-style-type: none"> management and liaison. Strategic management of unplanned and urgent communication. Provides advice and makes recommendation on communications to the political principals and accounting officers. Manage the coordination and implementation of the communication response to unplanned and urgent communications. Participates actively in all strategic meetings of the organization. |
| | | <ul style="list-style-type: none"> Demonstrates competencies from level 1, plus: Demonstrates an understanding of the mandate of the organization and how it works. Demonstrates an awareness of the issues impacting service delivery. Is politically aware and astute, Understands how the municipality works and the functions of the various directorates. Is aware of the stakeholders involved, understands community needs and is | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Aligns strategies to the mandate of the organization. Understands and internalizes the municipality's priorities and goals Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Aligns strategies to the mandate of the organization. Understands and internalizes the municipality's priorities and goals Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus: Ensure that organizational and local government processes are adhered to. Ensures that all communication supports equitable service delivery taking into account how service issues, programme policies and decisions impact public interests / concerns. Ensures that communication supports the role and mandate of the organization/ |

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| <p>3. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines when solving problems. Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates logical, analytical reasoning and conceptual understanding. Able to question and probe deeply about issues, using tact and diplomacy. Thoroughly explores issues and uses initiative. Considers various alternatives and does not settle for the first solution. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Demonstrates an intuitive grasp of issues and is able to link information. Looks for new ways to solve problems and demonstrates innovative and creative thinking. Ability to balance detail orientation with 'big picture' thinking. Deals effectively with unpredictability and can 'think on his/her feet' Comfortable with a degree of ambiguity | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Demonstrates an intuitive grasp of issues and is able to link information. Looks for new ways to solve problems and demonstrates innovative and creative thinking. Ability to balance detail orientation with 'big picture' thinking. Deals effectively with unpredictability and can 'think on his/her feet. Comfortable with a degree of ambiguity May have to make judgment calls and decisions that could have significant corporate impact. | <p>municipality;</p> <ul style="list-style-type: none"> In-depth knowledge of municipality's policies and procedures. Understands priorities, goals and issues of local government. <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Demonstrates the ability to break down complex problems into manageable parts and identify solutions. Anticipates situations and can generate various solutions / options and contingency plans for problems May have to make judgment calls and decisions that could have significant corporate impact |
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| <p>4. Project Management Ability to plan, coordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines. Uses time effectively and remains focused – does not become easily distracted. Prioritises activities effectively to ensure that tasks are completed within schedule. Ensures work is accurate and complete | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages resources within function to achieve the project objectives. Sets high performance standards for self and others Follows procedures accurately Prioritises activities to ensure that project is completed within schedule. Complies with budgetary requirements. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Plans, organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level. Measures progress and monitors performance and results. Assumes responsibility and accountability for successful completion of tasks and projects. Ensures high quality output and initiates action to correct problems. Develops contingency plans for potential problems | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Plans, organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level. Measures progress and monitors performance and results. Assumes responsibility and accountability for successful completion of tasks and projects. Ensures high quality output and initiates action to correct problems. Develops contingency plans for potential problems. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus: Oversees multiple projects Defines roles and responsibilities for project team members and clearly communicates expectations. Sets and manages service level agreements with external service providers. Prioritises multiple resources to meet competing deadlines. Manages multiple budgets working with a range of large to small service providers. Ensures that the different branches/ functions in the department have their work prioritized and aligned to ensure optimal delivery on multiple tasks. |
| <p>5. Financial Management Displays an awareness of budgetary constraints</p> | <ul style="list-style-type: none"> Aware of the MFMA and what it seeks to achieve. Ensures proper records of financial affairs and | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the MFMA and what it seeks to achieve. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Will ensure that the | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3plus Will ensure that the | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Assigns department |

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| <p>and operates prudently within financial limits</p> | <p>transactions.</p> <ul style="list-style-type: none"> Follows billing and payment practices as set out by the municipality. | <ul style="list-style-type: none"> Works with the funding allocated on a specific project/initiative to ensure optimal spend within the rules and restrictions of the financial system. Reports irregular / problematic expenditure to management. | <p>function's tools are most appropriately used to convey messages – including collaborating with other disciplines in the Municipality /department to ensure optimal conveyance of message.</p> <ul style="list-style-type: none"> Understands and weighs up financial implications of propositions (e.g. advertising campaigns). Adheres to Supply Chain management processes when procuring external services Develops corrective measures/actions to ensure alignment of budget to financial resources. | <p>function's tools are most appropriately used to convey messages – including collaborating with other disciplines in the Municipality /department to ensure optimal conveyance of message.</p> <ul style="list-style-type: none"> Understands and weighs up financial implications of propositions (e.g. advertising campaigns). Adheres to Supply Chain management processes when procuring external services Develops corrective measures/actions to ensure alignment of budget to financial resources | <p>budget to branches and functions, as well as to multi-disciplinary initiatives.</p> <ul style="list-style-type: none"> Aligns expenditure to budgets and cash flow projections. Ensures that billing and payment practices as set out by the municipality are adhered to. Monitors both departmental and corporate expenditure on communication work. Develops systems/policies to optimize expenditure. |
| <p>6. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and</p> | <ul style="list-style-type: none"> Captures data accurately, checking for accuracy. Able to conduct basic data analysis | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to analyse more complex data through the creation of spreadsheets and databases. Able to summarize | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Establishes what needs to be monitored. Develops monitoring systems that are easy to | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4, plus Establishes what needs to be monitored. Develops monitoring | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Determines what needs to be monitored and measured at a corporate level. |

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| <p>report on them</p> | | <p>conclusions.</p> | <ul style="list-style-type: none"> use and provide data that is relevant and timely. Analyses and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs. Ability to interrogate information, analyse and draw conclusions to identify trends and make recommendations. Ability to determine the tone of functional communication with a view of coming up with the necessary communication interventions. | <ul style="list-style-type: none"> systems that are easy to use and provide data that is relevant and timely. Analyses and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs. Ability to interrogate information, analyse and draw conclusions to identify trends and make recommendations Ability to determine the tone of functional communication with a view of coming up with the necessary communication interventions. | <ul style="list-style-type: none"> Ensures the development of appropriate systems and processes. Monitors communication deliverables and reports on progress and impact. Oversees the assessment of annual communication strategic plans and makes adjustments where necessary. Presents analysis reports in a manner which is easily understood by the audience using tools that present information succinctly Ensures the implementation of necessary interventions using analysis reports. |
| <p>7. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver</p> | <ul style="list-style-type: none"> Demonstrates basic computer literacy Demonstrates good operational knowledge of specialist systems/ | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates more advanced computer literacy. Demonstrates an ability to | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Demonstrates creativity when using various | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3plus Demonstrates creativity when using | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Aware of best practice and tools in the |

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| superior results | packages pertinent to position. | use the specialist t systems/ packages pertinent to position at a more advanced level. | aspects of technology in the branch/function. <ul style="list-style-type: none"> Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results. Demonstrates technical expertise in the use of technological equipment in the area. | various aspects of technology in the branch/function. <ul style="list-style-type: none"> Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results. Demonstrates technical expertise in the use of technological equipment in the area. | Communication field. <ul style="list-style-type: none"> Keeps up to date with current developments and trends. Works with equipment in the department to ensure optimal utilization thereof. Encourages continual update and development of new skills with regard to technology usage. |
| Public Service Orientation | | | | | |
| 1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities | <ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines Demonstrates strong commitment to addressing communication queries/ providing information. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Researches needs of clients; Consults clients and stakeholders on ways to improve communication around their services within the specific discipline/issue. Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Understands community needs and supports delivery through timeous communication. Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary using the tools within functional area. Identifies and analyses opportunities where | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Understands community needs and supports delivery through timeous communication. Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary using the tools within functional | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Establishes a collaborative relationship with the community. Speaks effectively on service delivery matters as required. Identifies and analyses opportunities where innovative ideas can lead to improved communication. Ensures that all events |

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| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively | <ul style="list-style-type: none"> • Demonstrates competencies from level 1, plus: • Relates to people at all levels of the organization. • Acknowledges contributions of others. • Accurately captures others expectations, ideas and concerns. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2, plus • Convinces others of ideas without suppressing their views. • Acknowledges merits in others arguments and incorporates proposals | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3plus • Convinces others of ideas without suppressing their views. • Acknowledges merits in others arguments | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and/or 4 plus • Negotiates skilfully in tough situations with both internal and external stakeholders. • Wins concessions | <p>hosted or initiated by municipality showcase service delivery (achievements /milestones) or communicate service delivery information.</p> |
| | | | <p>innovative ideas can lead to improved communication.</p> <ul style="list-style-type: none"> • Ensures all follow-up activities are completed. • Ensures that all communication with stakeholders is a two-way process where possible, and that technologies and systems designed to support service delivery and client needs are monitored and updated (e.g. website). • Liaises with other functional areas in the department to ensure holistic communication is conducted. | <p>area.</p> <ul style="list-style-type: none"> • Identifies and analyses opportunities where innovative ideas can lead to improved communication. • Ensures all follow-up activities are completed. • Ensures that all communication with stakeholders is a two-way process where possible, and that technologies and systems designed to support service delivery and client needs are monitored and updated • Liaises with other functional areas in the department to ensure holistic communication is conducted. | | |

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| | | <ul style="list-style-type: none"> Encourages and considers inputs of others | <ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders. | <ul style="list-style-type: none"> and incorporates proposals where warranted. Shows confidence in engagement with all stakeholders. | <ul style="list-style-type: none"> without damaging relationships. |
| <p>3. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> Understands the range of clients to be served. Maintains clear communication with clients regarding mutual expectations within area of work. Takes personal responsibility for providing excellent service quality. Corrects problems promptly, without being defensive. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the client's issues and seeks information about their current and future requirements. Supports others to take personal responsibility to deliver excellent customer service | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Takes specific and sustained action to implement the client service vision within functional area. Implements client satisfaction feedback to ensure provision of quality service. Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.), within functional area. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Takes specific and sustained action to implement the client service vision within functional area. Implements client satisfaction feedback to ensure provision of quality service. Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.), within functional area. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Demonstrates personal commitment to the client service vision through own actions and attitudes Recognizes individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. Ensures that client / customer focus is an ethos throughout the department and is applied consistently. |
| Management | | | | | |
| <p>1. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals Good at establishing clear direction. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and clear manner Provides a clear sense of purpose and focuses on | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Monitors the management of multiple tasks and balances priorities and conflicts between tasks | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Recognizes and rewards those employees (within | |

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| <p>of their best in working towards a common vision or goal.</p> | | <p>successful completion of objectives</p> | <p>within functional area.</p> <ul style="list-style-type: none"> Helps to clarify roles and responsibilities of team members. Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results. Moves others to action by translating objectives and goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives. Inspires staff with own behaviour – “walks the talk” Is forward thinking and produces innovative ideas. Interacts with other functional areas to ensure consistency of work. | <p>conflicts between tasks within functional area.</p> <ul style="list-style-type: none"> Helps to clarify roles and responsibilities of team members. Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results. Moves others to action by translating objectives and goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives. Inspires staff with own behaviour – “walks the talk” Is forward thinking and produces innovative ideas. Interacts with other functional areas to ensure consistency of work. | <p>his/her discretionary authority) whose actions support the attainment of goals and objectives.</p> <ul style="list-style-type: none"> Defines roles and responsibilities for department members and clearly communicates expectations. Grasps and articulates the big picture and its implications. Maintains a clear focus on the long term goals and produces more than one way of getting there. Initiates and manages change in pursuit of strategic objectives. |
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| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff, management and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals • Tactfully confronts and corrects others when necessary. • Demonstrates calm around adversity. • Able to make unpopular decisions if it is in the best interests of the organization. • Shows strength of character maintaining performance under duress and pressure. • Uses an in depth understanding of the interactions within a group to move towards a specific agenda. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals • Tactfully confronts and corrects others when necessary. • Demonstrates calm around adversity. • Able to make unpopular decisions if it is in the best interests of the organization. • Shows strength of character maintaining performance under duress and pressure. • Uses an in depth understanding of the interactions within a group to move towards a specific agenda. • Note: larger function heads will interact with top Management and the political levels from | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and/or 4 plus • Able to persuade political heads to adopt and implement results/outcomes of project. • Appears confident (authoritative & credible) when addressing formal meetings and/or the media. • Is called upon to mediate conflicts and disagreements. |
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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes. • Ability to understand the underlying causes for poor performance and to provide the appropriate support. • Sets challenging tasks that stretches individuals' abilities and self-confidence. • Actively renews own personal and professional skills and applies them in a productive way in the work environment. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes. • Ability to understand the underlying causes for poor performance and to provide the appropriate support. • Sets challenging tasks that stretches individuals' abilities and self-confidence. • Actively renews own personal and professional skills and applies them in a productive way in the work environment. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and/or 4 plus • Mentors by investing adequate time and effort in counselling and coaching subordinates and function heads. • Actively involved in the retention and development of talent within the organization. • Understands organizational needs and formulates and implements development plans, outlining specific performance measures for department and functions • Diagnoses performance issues and determines appropriate interventions to suit the individual's learning style. • Recognizes the need for and provides individuals with |
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| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to function in a multi-disciplinary team. Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to function independently within own discipline. Able to lead a project team within own discipline Works effectively with people from other organizations/ departments | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Involves and empowers team in setting and achieving goals. Encourages team approach to problem solving. Recognizes and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members. Builds team spirit and cohesion across function boundaries in the respective functions. Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views). Creates strong morale/ team spirit. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Empowers team in setting and achieving goals. Encourages team approach to problem solving. Recognizes and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members. Builds team spirit and cohesion across function boundaries Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views). Creates strong morale/team spirit. | <p>guidance on how to handle new or difficult situations.</p> <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Uses complex strategies such as team assignments, cross training to promote team morale and productivity. Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate. Works effectively with people from other organizations/departments and manage in a competitive environment. |
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6. COMMUNITY FACILITIES MANAGEMENT

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Gardener Caretaker Hall Attendant Groundsman Building Maintenance Assistant | Horticulturist Community Facility Officer Superintendent (Pools) Building Maintenance Supervisor | Senior Horticulturist Maintenance Officer Senior Superintendent (Pools) Operations Officer Recreation Officer Sports Field Coordinator | Manager Sport Facilities Manager Parks Manager Community Halls Manager Stadiums |
| KNOWLEDGE | Performs routine and basic functions relating to maintenance of community facilities Works independently under general supervision Controls access to the facility | Supervises a work team performing a greater variety of maintenance work. Responsible for the deployment and control of necessary equipment, tools, machinery, plant and vehicles to undertake the work. Works independently within work/maintenance plans and with regular report-backs to immediate superior | Has operational control and responsibility over a depot or area. Draws up operational work plans and maintenance programs. Has supervisory control over streams in previous level, and performs general administrative duties. | Responsible for management and short, medium and long term planning of maintenance operations, scheduling of work and resource planning, maintenance of facility records. Compiles and monitors operational and capital budgets of respective facilities |
| QUALIFICATION | Basic literacy / Minimum Grade 10 | Grade 12 / Relevant post matric qualification | National Diploma – Horticulture, Facility Management, Parks & Recreation, etc. | B. degree relevant to Facilities Management. |
| EXPERIENCE | Relevant experience facility maintenance | Considerable relevant experience | Several years relevant experience | Extensive years relevant experience |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| 1. Managing Work Effectively manages own time and | <ul style="list-style-type: none"> Remains focused on task at | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates |

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| <p>available resources and tools to ensure that work is completed efficiently and on time.</p> | <p>hand.</p> <ul style="list-style-type: none"> • Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion. • Completes tasks on time | <p>from previous level</p> <ul style="list-style-type: none"> • Monitors and controls activities by maintaining a log of work, production, or maintenance. • Able to prioritize tasks. • Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate • Able to prioritize resources to meet competing deadlines | <p>from previous levels</p> <ul style="list-style-type: none"> • Clearly communicates expectations to supervised staff • Provides guidance and instruction when delegating • Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively. • Makes contingency plans and monitors outcomes of outsourced maintenance management activities • Ensures that raw materials, equipment, parts and components are available for maintenance operations | <p>competencies from previous levels</p> <ul style="list-style-type: none"> • Has "expert" knowledge necessary to address and solve special problems. • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) • Establishes appropriate procedures to keep informed of issues and results. • Ensures that high-priority work is accomplished within required timelines • Ensures that all outsourced maintenance management activities are aligned with the maintenance management plan. |
| <p>2. Workplace safety The ability to identify and correct conditions that affect employee safety.</p> | <ul style="list-style-type: none"> • Displays knowledge of all related safety or security regulations. • Is aware of coworkers' safety in the workplace. • Understands how to use and operate safety equipment. • Enforces safety and/or security procedures. • Is aware of the hazards of working with dangerous materials. | <p>from previous level</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Demonstrates and/or explains safety equipment and/or procedures • Reviews safety training materials. • Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions. • Checks equipment and/or | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <p>Demonstrates competencies from previous levels.</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. |

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| | | <ul style="list-style-type: none"> work area regularly. Takes corrective action— Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. | | |
| <p>3. Planning and organizing The ability to plan activities within specific timeframes and to execute these activities according to plan.</p> | <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list Modifies plans in line with instructions from supervisors | <ul style="list-style-type: none"> Demonstrates competencies from previous level Identifies resource requirements for undertaking specific tasks Organizes, Prioritises and schedules tasks so that they can be performed with efficient use of time and resources Measures progress and monitors performance and results Develops contingency plans for potential problems. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Plans and organizes work of others using goal setting, objectives, targets, creating work schedules and work plans with associated budgets and resources. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Compiles capital and operating budgets for short, medium and longer terms on all assets and services related to the maintenance of assets Develop specifications for outsourced maintenance work, partake in procuring of service providers, verifies and sign-off of work and completes job cards for payment of service providers. |
| <p>4. Facility specific skills Shows a satisfactory level of technical skill, knowledge, experience and education relevant to particular community facility.</p> | <ul style="list-style-type: none"> Undertakes routine tasks Has developed a level of skill and experience in a technical area of work Is aware of factors that may negatively impact the completion of a job | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Understands the technical and non-technical aspects of the area of work. Has essential knowledge of operations and maintenance of the facility. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Applies specialist knowledge to situations to solve problems or enhance solutions Anticipates events, situations and incidents that may impact the work environment and | <ul style="list-style-type: none"> Develops maintenance plans specifying detailed activities, resources, responsibilities, timescales and risks for the attainment of facility management objectives Monitors implementation |

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| | <ul style="list-style-type: none"> Has ability to identify task specific problems and analyze all factors that influence the solution. Accomplishes tasks without asking for guidance or instruction. Has knowledge of updating equipment register and exercises stock control of material issued. | <p>takes corrective action</p> <ul style="list-style-type: none"> Shows sound problem solving skills and analytical ability Ensures knowledge transfer and training and mentoring of more junior staff. | <p>processes and measures to assess performance and health of facility and components.</p> |
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7. DISASTER RISK MANAGEMENT

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Emergency Communicator | Assistant Disaster Risk Management Officer | Disaster Risk Management Officer | Area Head Disaster Risk Manager | Manager: Disaster Risk Management |
| KNOWLEDGE | Functional technical knowledge of the environment and the various spheres of operations of the directorates Understanding of incident classification | Knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. Knowledge of relevant classification identification and verification of various hazards. | Well-developed knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. knowledge of relevant classification identification and verification of various hazards | Comprehensive knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. Comprehensive knowledge of relevant classification identification and verification of various hazards. Supervisory competence | Expert knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. Expert Knowledge of relevant classification identification and verification of various hazards. Managerial and |

| EXPERIENCE | Up to 3 years' relevant call centre experience required | Between 0 and 1 years' experience | Between 3 and 5 years' experienced required as a ADMO | Between 5 and 8 years' experienced required | Leadership competence More than 8 years' experienced required |
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| QUALIFICATION | Grade 12 | Grade 12 Drivers licences Physically fit. DRM 18 month learnership (DMS solutions). | Grade 12 National diploma DRM | Grade 12 National Diploma DRM and or relevant degree | Grade 12 A relevant 3 year tertiary qualification / degree |
| COMPETENCY LEVELS | | | | | |
| Functional / Professional | | | | | |
| 1. Disaster Risk Management The capacity to understand the necessary protocols for dealing with a disaster and invoking the necessary processes to ameliorate the disaster. | <ul style="list-style-type: none"> Knowledge of how to activate the employer's emergency response plan. Understanding of the role of the Basic Level trained individual in the employer's emergency response. Knowledge and understanding of the risks and trauma associated with CBRNE terrorism. Understanding of the potential outcomes and secondary hazards associated with an emergency when a CBRNE terrorism | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of the basic hazard and risk assessment techniques. Understanding of how to select and use personal protective equipment provided to the Mid-Level trained personnel. Knowledge of relevant standard operational and termination procedures. Ability to perform basic control, containment and/or | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge and ability to demonstrates the competencies from Mid-Level. Knowledge of the classification, identification and verification of known and unknown materials by using field survey instruments and equipment. Ability to select and use proper personal protective equipment provided to the Advanced Level trained personnel Ability to function within an | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels. |

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| | <p>incident occurs.</p> <ul style="list-style-type: none"> • Understanding of the organization's site security and scene control procedures for the basic level trained personnel. • Knowledge of basic hazard and risk assessment techniques. • Knowledge of how to select, use, inspect, and properly maintain the personal protective equipment used by Basic Level personnel. • Knowledge of how to manage personal belongings and chain of custody issues. • Knowledge of resources required to assist persons with special needs or the disabled. | <p>confinement operations within the capabilities of the resources and personal protective equipment available</p> <ul style="list-style-type: none"> • Ability to determine and implement basic decontamination procedures • Knowledge of how to implement the Incident Command System • Knowledge of how to establish communications with outside agency command centres • Understanding of relevant standard operating and termination procedures. | <p>assigned role in the Hospital Emergency Incident Management System.</p> <ul style="list-style-type: none"> • Understanding of hazard and risk assessment techniques. • Knowledge of how air handlers function and an understanding of the areas served by the HVAC systems to advise plant operations and hospital administration personnel on when to control specific air handlers to avoid contamination of the rest of the hospital. • Understanding of termination procedures • Ability to perform advanced control, containment, and/or confinement operations within the capabilities of the resources and personal protective equipment available. • Understanding and supervision of decontamination procedures from set up to termination and clean up. | |
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| Public Service Orientation | | | | | |
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| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Acknowledges contributions of others. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1. • Relates to people at all levels of the organisation and public • Interagency coordination • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views. • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement • Sensitive to how people and organisations function. | <ul style="list-style-type: none"> • Demonstrates all competencies from previous levels. |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods. • Demonstrates superior oral and written communication. • Demonstrates superior listening skills. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner. • Adapts communication contents to the audience. • Uses terminology appropriate to the audience. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Structures written documents in a logical framework. • Captures complex issues clearly and concisely • Conveys alternative viewpoints. • Accurately reviews documents and edits documents created by others. • Organises discussions in | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences. • Ability to read situations and interest positions and to respond appropriately. • Communicates sensitive or controversial information effectively. • Communicates effectively at senior levels. | <ul style="list-style-type: none"> • Demonstrates all competencies from previous levels. |

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| <p>3. Service Delivery Orientation The ability to understand, address, and manage community needs and expectations</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Expedites and commits to turn around time effectively | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Responds to questions with accurate and complete answers. • Communicates effectively with people at all levels. • Ability to read situations and interest positions and to respond appropriately. • Handles sensitive one-on-one discussions effectively with staff. | <ul style="list-style-type: none"> • Handles sensitive one-on-one discussions effectively • Handles media enquiries effectively. • Uses language and style to capture the attention of the audience. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. |
| Management | | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1, plus. • Commands respect from colleagues and stakeholders. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others. • Establishes support and | <ul style="list-style-type: none"> • Demonstrates all competencies from previous levels. |

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| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Able to convince, persuade and influence others Effectively influences senior management Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <p>projects authority and credibility</p> <ul style="list-style-type: none"> Uses influence to achieve objectives. Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team. Provides a clear sense of purpose and focuses on successful completion of objectives. Organises resources and inspires others towards focused performance | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels. |

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| <p>4. Coaching and Mentoring The ability to assess skills, subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches own and others abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Understands requirements for professional development of staff | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the organisation • Understands organisational needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> • Demonstrates all competencies from previous levels |
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8. EMERGENCY SERVICES

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Learner Firefighter | Firefighter/Senior Firefighter | Platoon Commander | Station Commander | Division Commander |
| KNOWLEDGE | Execution of operational tasks under close supervision at incidents | Execution of operational tasks under the instruction of the platoon or station commander. Provides mentoring and guidance to more junior firefighters | Responds to and takes command at moderate risk incidents and assists with the development of staff | Responds to and takes command at high risk incidents and assists with the development of staff | Reports to the Chief. Command and control centre or fire and life safety. Assumes full responsibility for a number of stations or administrative or operational sections within a geographical region |
| EXPERIENCE | No experience required | Between 3 and 4 years' experience | Between 5 and 8 years including supervisory experience | Between 5 and 8 years including supervisory experience | Between 5 and 8 years including supervisory experience |
| QUALIFICATION | Grade 12 Code: 08 Drivers Licence | Grade 12 Code: 08 Drivers Licence Any other practical or functional training that is required Fire fighter certificate 1&2 | Grade 12 Higher Certificate in fire technology or equivalent (fire services) Code: 08 Drivers Licence | Degree/Diploma in Fire Technology or equivalent | Degree/Diploma in Fire Technology or equivalent |
| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
| Functional / Professional | | | | | |
| 1. Fire Suppression Ability to implement an efficient and effective fire suppression programme. | <ul style="list-style-type: none"> Knowledge of fire behaviour including causes of fire, influence of | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Skill in use of tools such | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge of the | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Knowledge of | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels Knowledge of air |

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| | <p>temperature, humidity and other conditions in order to know where to attack the fire, build fire lines and position a fire crew squad to suppress the fire.</p> <ul style="list-style-type: none"> • Able to operate communication hardware including multi-channel two-way radios with programmable frequencies, GPS units and computers for accessing fire weather and fire modelling programmes • Able to communicate with other crew members using appropriate fire terminology • Skill in operating pump mechanisms and determine proper hose lays for most effectiveness in accomplishing fire suppression • Skill in ladder positioning and use | <p>as cutters, spreaders and rams</p> <ul style="list-style-type: none"> • Skill in search and rescue options with knowledge of associated risks • Knowledge of fire suppression techniques, methods and conditions to be able to make assignments to crew members, accurately analyse complex fire circumstances, determine when additional forces may be needed or , when appropriate, to withdraw crew to safe locations. • Knowledge of work procedures and practices in working with helicopters and aircraft | <p>methods and procedures associated with fire suppression to resolve a full range of irregular or problem situations when fighting fires</p> <ul style="list-style-type: none"> • Knowledge of tactical methods and techniques for use of water and other additives in controlling and mopping up fires in order to efficiently and effectively accomplish operations where water is in short supply | <p>technical firefighting such as, but not limited to, fire engine and pump operations, hand crew operations and/or helicopter operations to enable the incumbent to function in assigned capacities and to lead others in those duties if necessary</p> | <p>operations, rappelling, helicopter capabilities and limitations, helicopter contracts, load balance and capacity, load calculating and manifesting of personnel and equipment</p> |
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| <p>2. Fire Engine Supervision Ability to supervise operation of fire engine module in responding to fires and prescribed burn projects.</p> | <p>of appropriate rescue holds</p> <ul style="list-style-type: none"> Knowledge of the following: programme management, supervision and personnel practices and regulations in order to carry out supervisory responsibilities | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of urban fire complexities, including, types of fires, construction design, building materials, structural makeup, potential spreading of fires, composition of materials, flashovers and backdrafts in order to develop and select appropriate suppression response alternatives. Knowledge of land management objectives, protection standards and bush fire management strategies and tactics sufficient to develop and select appropriate suppression response alternatives | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge of fire engine hydraulic systems, foam and chemical applications systems, including effect of elevation, friction loss, pressure, pumping mechanisms, hose thread and apparatus differences and operating procedures to distribute hose lays and to operate equipment for peak utilisation | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Knowledge of agency fire and interagency fire business management practice and procedures Able to compile required reports and proved timely documentation of activities | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels |
| <p>3. Preparedness and Suppression Needs Determines preparedness and suppression needs and facilitates procurement to meet needs.</p> | <ul style="list-style-type: none"> Participates in development of operational planning. | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of components of required plans under area of responsibility | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge and ability to participate in the interdisciplinary planning process | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Ability to write operational plans | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels |

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| <p>4. Safety and Welfare Ability to manage the environmental and workplace hazards within applicable laws, policies and guidelines.</p> | <ul style="list-style-type: none"> Knowledge of the laws, policies and guidelines pertaining to safety such as the National Veld and Forest Fire Act and local bylaws Able to carry out risk assessments according to standard protocols | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Ability to communicate outcome of risk assessments Knowledge of accepted safety practices and procedures in suppressing fires and various other incidents to prevent injury, property damage or loss of life | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Able to conduct and integrate safety briefings and after action reviews Skill in developing risk assessment based upon prescribed fire complexity rating system | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Ability to identify, document and communicate project specific hazards and risks Skill in recognition and mitigation of a variety of miscellaneous hazards and risks within different fire environments | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels |
| <p>5. Fire Prevention and Monitoring Demonstrates ability to identify, model and risk manage fire hazards.</p> | <ul style="list-style-type: none"> Knowledge of the full range of fuel treatments to include prescribe fire, mechanical, chemical and biological treatments | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of methods for the collection, storage, retrieval and analysis of results from fuels treatment and fire effects monitoring | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Able to model, verify and document fire weather, fire behaviour and fire danger | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Skill in preparing and administering hazardous fuels reduction contracts Skill in documenting project daily status, fire behaviour and effects and financial obligations | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels |
| <p>6. Mobilisation Support Demonstrates knowledge, skills and abilities required to mobilize and demobilize overhead, crews, aircraft, equipment and supplies for bush fire, prescribed fire activities, and other activities.</p> | <ul style="list-style-type: none"> Knowledge of standard fire dispatch procedures, predefined initial attack response zones, and operating guides used in ordering and | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge and understanding of field operational procedures, principles, and techniques employed in | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Skill in applying national, geographic area, local mobilisation guides, and dispatch | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Skill in ensuring that plotting and identifying locations to determine land status, direct resources to the | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels. Ability to ensure that dispatch centre is obtaining and documenting incident size-up information per |

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| <p>7. Paramedical Skills Demonstrates the ability to assess, evaluate and intervene using recognised medical procedures and interventions.</p> | <p>mobilisation of overhead, crews, aircraft, equipment and supplies for wildfire, prescribed fire and other non-fire emergencies.</p> <ul style="list-style-type: none"> Knowledge of agency and interagency mobilisation policies, procedures and guidelines. Knowledge of agency and interagency mobilisation policies, procedures and guidelines. Knowledge of fire management resources, fire position qualifications, equipment, capabilities, sources and ordering procedures. | <p>all aspects of fire suppression</p> <ul style="list-style-type: none"> Knowledge of fire behaviour and weather conditions to effectively dispatch fire management resources Knowledge of maps and land photos of various types such as topographical, unit and aerial. | <p>operating guides</p> <ul style="list-style-type: none"> Skill in ensuring that monitoring and tracking resources follow standard guidelines and procedures, including aircraft, overhead, crews, and equipment. | <p>incident site, and track resources through the application of latitude and longitude, township, range, and section, and VOR bearing and distance</p> <ul style="list-style-type: none"> Manages testing processes to ensure data completeness, accuracy, currency and security during and after conversion. Ability to determine when to expand dispatch centre based on activity levels Ability to ensure that dispatch centre functions as the incident focal point prior to the arrival of the responding resource. | <p>the dispatch center's operating guide, and brief supervisor of incident status or anticipated needs.</p> <ul style="list-style-type: none"> Ability to take independent action when dispatch procedures have not been established or do not apply to the current situation. Ability to prioritize and allocate resources based on resource values as identified in land management plans, national, geographic area, and local preparedness levels, resource availability, and existing and predicted weather conditions Ability to coordinate mobilisation of resources to multi-jurisdictional incidents including mutual aid with local non-federal co-operators. | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels Demonstrates all competencies from level 1 to 3. <ul style="list-style-type: none"> Utilises Differential Diagnosis Skills, Demonstrates all competencies from level 1 and 2. <ul style="list-style-type: none"> Implements Measures to Demonstrates all competencies from level 1. <ul style="list-style-type: none"> Utilises Diagnostic Tests Maintains Patency of |
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| <p>8. Emergency Dispatch Refers to the ability to receive, process and select appropriate actions to emergency calls.</p> | <ul style="list-style-type: none"> behaviours appropriate for use with patients and bystanders Conducts procedures and operations consistent with hazardous materials management requirements Practices infection control techniques Conducts Triage Obtains Patient History Conducts Complete Physical Assessment Demonstrating Appropriate Use of Inspection, Palpation, Percussion and Auscultation, and Interprets Findings Assesses vital signs Receives and Processes Calls for Assistance. Recognises the requirement for pre-hospital emergency medical resources. Performs radio and | <p>Upper Airway and Trachea</p> <ul style="list-style-type: none"> Prepares Oxygen Delivery Devices Delivers Oxygen and Administers Manual Ventilation Drives ambulance or similar type vehicle. | <p>Maintain Hemodynamic Stability</p> <ul style="list-style-type: none"> Provides Basic Care for Soft Tissue Injuries Immobilises actual and suspected fractures | <p>Decision-making Skills and Psychomotor Skills in Providing Care to Patients</p> <ul style="list-style-type: none"> Provides care to meet the needs of special patient groups. Conducts ongoing assessments and provide care. Administers medications. | <ul style="list-style-type: none"> Demonstrates all competencies from previous levels |
| | | <ul style="list-style-type: none"> Demonstrates all competencies from level 1. Determines vehicle response mode and configuration based on the dispatcher's evaluation of injury or | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Provides pre-arrival instructions to the emergency caller through the use of systemized, pre- | <ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Properly deploys unit hours using approved Systems Status Management techniques. | |

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| | <p>telephone communications as outlined in the Standard Operating Procedures (SOP).</p> <ul style="list-style-type: none"> Demonstrates technical proficiency and extensive knowledge of all communications centre equipment. | <p>illness severity using medically approved, previously identified priority symptoms.</p> <ul style="list-style-type: none"> Allocates the appropriate resources as determined by SOP. Recognises the need for, and co-ordinates response of other public safety agencies and first responders. Provides complete and accurate information, in a concise manner, regarding patient condition, call location and routing instructions to responding units/agencies. Maintains response area coverage through the development and re-development of available resources using pre-selected post locations. Maintains excellent working knowledge of all EHS SOPs. Maintains current knowledge base of service area, including major streets and public buildings. Is adept with the use of | <p>scripted caller interrogation questions, pre-arrival instructions and protocols approved by medical control.</p> <ul style="list-style-type: none"> Recognises the role of off-line medical control and direction in the provision of the above. Provides accurate information on patient condition and identify hazards for the responding filed personnel and agencies. Relays patient information as requested or required. | <ul style="list-style-type: none"> Practices workload management according to vehicle types and systems requirements. Records and retrieves emergency and non-emergency (transfer) medical response records. Records and updates road closings, construction zones, and hospital diversions to all appropriate personnel. Document and reports any complaints, mechanical failure, or problems to the appropriate authority. Assures completeness and accuracy of call information, response times, and required shift reports. |
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| | map books and GPS use. | | | |
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| Public Service Orientation | | | | |
| <p>4. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Acknowledges contributions of others. • Ability to function within teams. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1. • Relates to people at all levels of the organisation. • Shows confidence in engagement with internal and external stakeholders. • Accurately captures others expectations, ideas and concerns. • Encourages and considers inputs of others. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views. • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. • Negotiates skilfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationships. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful. • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement. • Sensitive to how people and organisation function. |
| <p>5. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods. • Demonstrates superior oral and written communication. | <ul style="list-style-type: none"> • Demonstrates competencies from level. • Organises and presents own perspective in logical manner. • Adapts communication contents to the audience. • Uses terminology appropriate to the audience. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Structures written documents in a logical framework. • Captures complex issues clearly and concisely. • Conveys alternative viewpoints. • Accurately reviews | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences. • Ability to read situations and interest positions and to respond appropriately. • Communicates |

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| | | | | documents and edits documents created by others. <ul style="list-style-type: none"> Organises discussions in logical manner. Responds to questions with accurate and complete answers. Communicates effectively with people at all levels | sensitive or controversial information effectively. <ul style="list-style-type: none"> Communicates effectively at senior levels. Handles sensitive one-on-one discussions effectively. Uses language and style to capture the attention of the audience. | |
| 6. Service Delivery Orientation The ability to understand, address, and manage community needs and expectations. | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. | |
| Management | | | | | | |
| 1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively. | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from colleagues. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. | |

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| | <ul style="list-style-type: none"> Cooperates and works well with other team members. Actively participates in team activities. Shows consideration towards others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team. Shares information and collaborates easily with others. | <ul style="list-style-type: none"> Able to convince, persuade and influence others. Effectively influences senior management. Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> projects authority and credibility Uses influence to achieve objectives. Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments. Encourages team approach to problem solving. Recognises and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team. Provides a clear sense of purpose and focuses on successful completion of objectives. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | | | | | |

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| <p>5. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. • Articulates tasks and expectations and sets realistic standards. • Anticipates mistakes and freely offers assistance without being overbearing. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. • Sets challenging tasks that stretches individual's abilities and self-confidence. • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. • Encourages self-reliance and allows staff to make and learn from mistakes. • Ability to understand the underlying causes for poor performance and to provide the appropriate support. • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional | <ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. • Actively involved in the retention and development of talent within the organisation. • Understands organisational needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. |
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| | | | skills and applies them in a productive way in the work environment. | |
| | | | <ul style="list-style-type: none"> Understands requirements for professional development of staff. | |

9. ENGINEERING SPECIFIED CATEGORIES

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Graduate Trainee: Specified Category Candidate | Specified Category Practitioner: Civil, Chemical, Electrical, Mechanical, Engineering Management | Senior Specified Category Practitioner: Civil Chemical, Electrical, Mechanical, Engineering Management | Principal Specified Category Practitioner: Civil Chemical, Electrical Mechanical, Engineering Management | Chief Engineering Specified Category Practitioner: Civil Chemical, Electrical Mechanical, Engineering Management |
| KNOWLEDGE | <ul style="list-style-type: none"> Displays basic proficiency in defined engineering tasks under supervision/mentorship of a specified category practitioner. May be part of a structured training program Provision for specialists in a narrow engineering field including engineering management. | <ul style="list-style-type: none"> Displays sophisticated proficiency in defined engineering function. Some degree of independence but primarily works under guidance and supervision. Provision for specialists in a narrow engineering field including engineering management. | <ul style="list-style-type: none"> Displays competent proficiency in defined engineering function. Applies a known body of knowledge independently. Works under supervision and guidance. Provision for specialists in a narrow engineering field including engineering management. | <ul style="list-style-type: none"> Displays advanced proficiency in defined engineering functions. Works independently within specifically-defined working relationship with other parties and disciplines. Supervises and monitors other specified category practitioners. Provision for specialists in a narrow engineering field including engineering management. | <ul style="list-style-type: none"> Displays expert proficiency in broad engineering functions. Works independently. Supervises and coordinates more junior category practitioners. Provision for specialists in a wider engineering field including engineering management. |

| EXPERIENCE | Minimum of 3 years relevant experience of which two years must be on the function | Between 5 and 8 years of relevant experience | More than 8 years of relevant experience | More than 8 years relevant experience | |
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| QUALIFICATION | At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade. | At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade, and registration. | At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade, and registration. | At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade, and registration as a Professional Engineering Technician. | |
| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
| Functional | | | | | |
| 1. Design The ability to design infrastructure with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards. | <ul style="list-style-type: none"> Develops infrastructure processes under supervision. Compiles engineering drawings for infrastructure under supervision Compiles tender and contract documents for infrastructure, under supervision. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Develops infrastructure processes independently and with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability. Compiles engineering drawings independently. Compiles tender and contract documents independently. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Checks and signs infrastructure processes developed by specified category practitioners. Develops specifically defined engineering procedures and processes. Liaises with client departments regarding developed specifications and drawings. Signs off developments and drawings. Approves contact and tender documents. Considers the appropriateness of engineering solutions in | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Oversees and evaluate development of specifically defined engineering work. Manages and assigns resources to development work. Prioritises development in terms of budget availability. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Recognized nationally and internationally as a specialist in his field of development work. Presents written technical papers on development standards and processes. Researches alternatives/new techniques. |

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| <p>2. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p> | <ul style="list-style-type: none"> Contributes to planning by compiling, collating information from specific research, surveys and studies. Analyses specific information to support feasibility study. Compiles feasibility studies for work. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Develops models for the analysis of specific information. Conceptualizes specific options. Performs costing and financial analysis of the socio-economic impacts of the specific work. | <p>the context of the community needs. Uses appropriate specific processes in meeting community needs.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops scenarios on specific work Undertakes detailed analysis of options Analyses costs and financial implications Understands the needs of the community and tailors specific engineering solution to meet the needs of the community Considers institutional arrangements and capacities in planning and proposing specific engineering solutions to meet community needs. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Interpret IDP and spatial planning initiatives into specific work requirements. Projects and forecasts short, medium and long term specific infrastructure needs for the municipality. Evaluates alternative options. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Contributes to the options analysis. |
| <p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and other agents and project management consultants to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards (completes work within the scope of the terms of reference). Prioritises activities effectively to ensure that tasks are | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages internal specific tasks to the agreed standards. Manages resources to achieve the task objectives | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Manages multiple tasks to agreed standards. Prioritises multiple resources to meet competing deadlines. Manages multiple | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary tasks and programmes Prioritises multiple resources to meet competing deadlines. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages the assigned tasks to the agreed standards. Prioritises activities effectively to ensure that tasks are completed |

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| | <ul style="list-style-type: none"> completed within schedule Complies with budgetary requirements. | <ul style="list-style-type: none"> Prioritises activities to ensure that task is completed within schedule. Able to complete task within budget. | budgets. | | <ul style="list-style-type: none"> within schedule. Complies with budgetary requirements. |
| <p>4. Organisational Awareness The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> Understands how the business unit functions. Basic knowledge about the municipality. Basic knowledge of the local government environment. Knowledge of the municipality's priorities and goals. Operates within of the municipality's policies and procedures. Awareness of the issues impacting service delivery. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals. In-depth knowledge of municipality's policies and procedures. Understands priorities, goals and issues within local government sector. Understands and applies the regulatory framework applicable to local government within specific functional area. Knowledge of the issues impacting service delivery. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant municipal legislation. Contributes toward addressing the departmental service delivery challenges. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Contributes to shaping the Directorate / Municipality's sector specific goals and priorities. Contributes to shaping the Directorate / Municipality's policies and procedures. In-depth knowledge of relevant municipal legislation. In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Global awareness of development in the infrastructure sector. |
| <p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a task checklist covering all detail which might be overlooked. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes. Checks against standards and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |

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| <p>6. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <ul style="list-style-type: none"> • Knowledge of specific technical specifications of elements within a system. • Understanding of specific operating rules and procedures for the system. | <ul style="list-style-type: none"> • Ensures all details of a task are accomplished. • Checks against standards and regulations. | <ul style="list-style-type: none"> • Ensure that all information is available in the preparation of documentation. | <ul style="list-style-type: none"> • regulations and signs off on documents • Accurately reviews documents and edits documents created by others. | |
| <p>6. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Detailed knowledge of specific technical specifications of elements within the system. • Detailed understanding of the specific operating rules and procedures. • Can troubleshoot specific problems occurring within the system. • Mitigates specific health, safety and environmental risks. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Develops specific operating rules and procedures for systems. • Makes judgement decisions on issues falling outside of the operating rules and procedures. • Undertakes specific long term planning and forecasting of infrastructure requirements. • Determines technical specifications for specific systems requirements. • Considers the specific financial, social, economic and environmental implications. • Commissions and/or decommissions specific engineering works safely and with minimum | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Considers specific operational implications on a municipal wide basis. • Predicts the financial, social, economic and environmental implications. • Contributes to the development of specific national norms and standards. • Anticipates events, situations and incidents that may impact on the specific operation for the municipality. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Develops specific operating rules and procedures for systems. • Makes judgement decisions on issues falling outside of the specific operating rules and procedures. • Anticipates events, situations and incidents that may impact on the operation of the specific system. • Determines specific technical specifications for systems requirements. | |

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| <p>7. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations.</p> | <ul style="list-style-type: none"> • Knowledge of specific construction and maintenance processes. • Monitors compliance to design specifications, health and safety regulations. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • In-depth knowledge of specific construction and maintenance processes. • Liaises effectively with external authorities and other stakeholders on task specific issues. • Able to deal effectively with contractual matters between the municipality and the contractors. • Mitigates health, safety and environmental risks • Manages quality and risk. | <p>disruption to municipal service provision.</p> <ul style="list-style-type: none"> • Liaises with other both internal and external on integrated service delivery matters. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Allocates resources (labour, material equipment) to achieve desired objectives. • Uses discretion in situations of deviation from specific design assumptions. • Manages multidisciplinary team. • Identifies and implements corrective action. • Liaises with client departments and contractors. • Manages task budgets and schedules effectively. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages multiple maintenance and construction tasks. • Manages programme budgets and schedules. • Negotiates with Client departments and stakeholders. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Ability to use discretion in situations of deviation from design assumptions. |
| Public Service Orientation | | | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Acknowledges | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the organisation. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Sensitive to how people and organisations function. | |

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| | <p>contributions of others.</p> | <ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders. Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. | <ul style="list-style-type: none"> Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. Negotiates skillfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. | <ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement. Awareness of how people and organisations function. | |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and written communication. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner. Adapts communication contents to the audience. Uses terminology appropriate to the audience. Structures written documents in a logical framework. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures specifically defined issues clearly and concisely. Conveys alternative viewpoints. Accurately reviews documents and edits documents created by others. Organises discussions in logical manner. Responds to questions with accurate and complete answers. Communicates effectively with people at all levels. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences. Ability to read situations and interest positions and to respond appropriately. Communicates sensitive or controversial information effectively. Communicates effectively at senior levels. Handles sensitive one-on-one discussions effectively. Uses language and style to capture the attention of the audience. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>3. Service Delivery Orientation</p> | <ul style="list-style-type: none"> Commitment to excellence. | <ul style="list-style-type: none"> Demonstrates competencies from | <ul style="list-style-type: none"> Demonstrates competencies from level | <ul style="list-style-type: none"> Demonstrates competencies from level | <ul style="list-style-type: none"> Demonstrates competencies from level |

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| <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Keeps commitments and promises in undertaking tasks and meeting deadlines. | <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders. | <p>1 and 2.</p> <ul style="list-style-type: none"> Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. | <p>1 to 3.</p> <ul style="list-style-type: none"> Speaks effectively on specific service delivery matters to the media. | <p>1 to 4.</p> |
| Management | | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident practitioner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and projects authority and credibility. Uses influence to achieve objectives. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members. Actively participates in team activities. Shows consideration towards others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team Shares information and collaborates easily with others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments. Encourages team approach to problem solving. Recognises and respects the value of diverse views. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. |

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| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. | <ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team. Provides a clear sense of purpose and focuses on successful completion of objectives. Organises resources and inspires others towards focused performance. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Sets challenging tasks that stretches individuals abilities and self-confidence Recognises the need | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes. Ability to understand the underlying causes for poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and self-confidence. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. Actively involved in the retention and development of talent within the organisation. Understands organisational needs and formulates and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |

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| | | for and provides individuals with guidance on how to handle new or difficult situations. | <ul style="list-style-type: none"> Actively renews own personal and professional skills and applies them in a productive way in the work environment. Understands requirements for professional development of staff. | implements development plans, outlining specific performance measures. <ul style="list-style-type: none"> Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. |
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10. ENGINEER

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Graduate Trainee: Engineer | Civil Engineer, Chemical Engineer, Electrical Engineer, Mechanical Engineer, Other Engineer | Senior Engineer: Civil Chemical, Electrical, Mechanical, Other Engineer | Principal Engineer: Civil Chemical, Electrical, Mechanical, Other Engineer "Section Head" | Chief Engineer Manager: Engineering "Departmental Director" |
| KNOWLEDGE | <ul style="list-style-type: none"> Participates in performing complex engineering tasks under supervision/mentorship of an engineering practitioner. May be part of a structured training program. | <ul style="list-style-type: none"> Contributes to various professional engineering functions. Some degree of independence but primarily works under guidance and supervision. Could assist superiors in providing specialist advice to clients. | <ul style="list-style-type: none"> Performs activities that are complex in nature. Applies an integrated body of knowledge. Works independently and seeks advice as and when required. May supervise junior | <ul style="list-style-type: none"> Manages professional teams and complex engineering functions. Works independently. May supervise and mentor junior engineering personnel. | <ul style="list-style-type: none"> Leads and manages complex engineering processes and/or departments. Works independently. May mentor junior engineering personnel. |

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| | engineering personnel. | | | |
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| EXPERIENCE | Minimum of 3 years' relevant experience | 5 years of relevant experience post registration | 8 years of relevant experience post registration | 12 years of relevant experience post registration |
| QUALIFICATION | BEng or BSc (Eng) engineering degree. <ul style="list-style-type: none"> • BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng. | BEng or BSc (Eng) engineering degree and registration as Pr Eng <ul style="list-style-type: none"> • BEng or BSc (Eng) engineering degree and registration as Pr Eng • Plus, in the case of electrical or mechanical disciplines, depending on the size of installations and the nature of the post, a GCC or Pr-Cert Eng | BEng or BSc (Eng) engineering degree and registration as Pr Eng <ul style="list-style-type: none"> • BEng or BSc (Eng) engineering degree and registration as Pr Eng • Plus, in the case of electrical or mechanical disciplines, depending on the size of installations and the nature of the post, a GCC or Pr-Cert Eng | BEng or BSc (Eng) engineering degree and registration as Pr Eng <ul style="list-style-type: none"> • BEng or BSc (Eng) engineering degree and registration as Pr Eng • Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr-Cert Eng |

COMPETENCIES

| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
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| | Functional / Professional | | | | |
| 1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality. | <ul style="list-style-type: none"> • Participates in planning by compiling, collating information from research, surveys and studies. • Analyses information to support feasibility studies and the requirements of the Integrated Development Plan (IDP) and the Growth and Development Strategy (GDS). • Contributes to the compilation of | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Contributes to the development of complex models for the analysis of information • Conceptualizes options • Plans infrastructure solutions in accordance with the Land Use Management and the Spatial Development Framework and the IDP. • Contributes to analysis of the socio-economic | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages and integrates the planning of junior engineering personnel. • Initiates and performs the development of scenarios on complex and multi-disciplinary projects. • Ensures and undertakes detailed analysis of options. • Analyses costs and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Oversees and evaluates the planning of complex engineering projects. • Integrates engineering/infrastructure planning with broader development planning. • Interprets IDP and spatial planning initiatives into specific project requirements. • Projects and forecasts short, medium and long | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Leads planning departments and integrates planning across disciplines. • Interprets and scopes planning requirements for service delivery as guided by master plans. • Prepares concept proposals and seeks and provides advice on latest technology. • Provides technical inputs |

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| <p>2. Design The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.</p> | <ul style="list-style-type: none"> Participates in investigations and feasibility studies. Participates in the design of complex infrastructure elements and processes under supervision. Participates in the compilation of engineering drawings and maintains records for infrastructure. Participates in the compilation of scopes of work, estimates, tender and contract documents for infrastructure, under | <ul style="list-style-type: none"> impacts of the project. <ul style="list-style-type: none"> Contributes to costing and financial analysis of capital projects, operations and maintenance. Determines life-cycle of assets. | <ul style="list-style-type: none"> financial implications for capital projects and operations and maintenance. <ul style="list-style-type: none"> Understands the needs of the community and tailors engineering solution to meet the needs of the community. Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs. | <p>term infrastructure needs for the municipality.</p> <ul style="list-style-type: none"> Evaluates alternative options. Determines the remaining economical life of systems. Plans modification and renewal of systems and infrastructure. | <p>on the preparation and implementation of programmes, projects, capital and operations and maintenance budgets.</p> <ul style="list-style-type: none"> Prioritises the annual programme and budgets to align with strategies and goals. Structures multi-year projects. |
| | <ul style="list-style-type: none"> Participates in investigations and feasibility studies. Participates in the design of complex infrastructure elements and processes under supervision. Participates in the compilation of engineering drawings and maintains records for infrastructure. Participates in the compilation of scopes of work, estimates, tender and contract documents for infrastructure, under | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to investigations and feasibility studies. Contributes to the design of infrastructure and complex processes with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability. Supervises the compilation of engineering reports and drawings. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Checks feasibility studies, designs and detailing of subordinate engineering personnel. Designs complex engineering infrastructure and processes. Liaises with client departments regarding integration and design specifications. Signs off designs and drawings. Finalises scopes of work and approves | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages design teams and evaluates the design of complex engineering problems and infrastructure. Manages and assigns resources to designs projects. Does lifecycle analysis to determine design requirements. Prioritises design in terms of budget availability and infrastructure asset management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads design departments and integrates designs across disciplines. Conceptualises and determines design parameters for complex systems. Recognized nationally and internationally as a specialist in his or her field. Researches alternatives/new technologies and seeks and provides advice on |

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| <p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p> | <p>supervision.</p> <ul style="list-style-type: none"> Participates in the development of a clear project brief. Prepares, co-ordinates and monitors a project initiation programme. Participates in the assigned tasks to the agreed standards (completes work within the scope of the terms of reference). Prioritises activities effectively to ensure that tasks are completed within schedule. Ensures compliance with budgetary requirements | <ul style="list-style-type: none"> Compiles tender and contract documents independently and participates in bids and specifications. | <ul style="list-style-type: none"> contract and tender documents. Considers the appropriateness of engineering solutions in the context of the community needs. Uses appropriate technologies in meeting community needs. | <p>requirements.</p> <ul style="list-style-type: none"> Checks designs against demand and system capacity. Does final approval of design. | <p>latest technology.</p> <ul style="list-style-type: none"> Interprets and scopes design requirements for services delivery as guided by master plans, prepares concept proposals. Applies complex engineering knowledge, skills and experience to prepare detailed production plans of infrastructure. |
| <p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Participates in the development of a clear project brief. Prepares, co-ordinates and monitors a project initiation programme. Participates in the assigned tasks to the agreed standards (completes work within the scope of the terms of reference). Prioritises activities effectively to ensure that tasks are completed within schedule. Ensures compliance with budgetary requirements | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages the inputs of subordinate engineering personal. Determines the procurement policy for the project. Manages and monitors the preparation of project costing. Coordinates preparation of project documentation and construction programmes. Manages projects to the agreed standards. Manages resources to achieve the project objectives. Prioritises activities to | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages multiple projects to agreed standards. Prioritises multiple resources to meet competing deadlines. Agrees requirements and preferences, assessing user needs and options. Establishes project brief, objectives, priorities, constraints, assumptions and strategies. Finalises and approves project documentation and construction programme. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary projects and programmes. Manages the project requirements of funders. Ensures stakeholder communication. Prioritises multiple resources to meet competing deadlines. Finalises project concept and feasibility. Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters. Conceptualises, and ensures that the | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Employs analytical and methodical structuring of projects and project planning to ensure adequate control over projects and the efficient, effective and economic implementation and completion thereof to the required quality and standard and within set time frames and budgets. Terminates contracts in terms of GCC a, FIDIC, NEC and JBCC and engineering practice where the contractor is |

| | | | <ul style="list-style-type: none"> Manages multiple project schedules and budgets. | <ul style="list-style-type: none"> Completes project within budget. | <ul style="list-style-type: none"> Understands how the business unit functions. Basic knowledge about the municipality. Basic knowledge of the local government environment. Knowledge of the municipality's priorities and goals. Operates within of the municipality's policies and procedures. Awareness of the issues impacting service delivery. | <ul style="list-style-type: none"> Completes project within budget. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant municipal legislation. Contributes toward addressing the departmental service delivery challenges. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Contributes to shaping the Directorate / Municipality's sector specific goals and priorities. Contributes to shaping the Directorate / Municipality's policies and procedures. In-depth knowledge of relevant municipal legislation. In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Global awareness of development in the infrastructure sector. Understands the integration and intricacies of service delivery for economic and community development. Ensures community participation and develop strategies to ensure compliance. Has an understanding of governance and audit. | in default. |
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| 4. Organisational Awareness The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges. | | | | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals. In-depth knowledge of municipality's policies and procedures. Understands priorities, goals and issues within local government sector. Understands and applies the regulatory framework applicable to local government within specific functional area. Knowledge of the issues impacting service delivery. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a project checklist covering all detail which might be overlooked. Ensure that all information is available | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes. Checks against standards and regulations and signs off on documents. Accurately reviews | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. | | | |
| 5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards. | | <ul style="list-style-type: none"> Checks work for errors and omissions before submission. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. Ensures all details of a task are accomplished. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. Ensures all details of a task are accomplished. | | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. | | | |

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| <p>6. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations. Communicates in appropriate style in the oversight of construction personnel.</p> | <ul style="list-style-type: none"> Has knowledge of construction and maintenance processes. Participates in the development of project schedules and milestones Participates in monitoring the cost and progress of work Participates in the development of resource plans Participates in monitoring compliance to design specifications, health and safety regulations Reviews project budgets in accordance with the scope and bill of quantities Participates in site handover Performs Site Agent or Engineering Representative duties Investigates variations and contingencies and makes recommendations for | <ul style="list-style-type: none"> Checks against standards and regulations. Demonstrates competencies from levels 1. Has in-depth knowledge of construction and maintenance processes. Contributes to the selection and recommends procurement strategies for contractors, subcontractors and suppliers. Contributes to the tender process in accordance with agreed procedures, including calling for tenders, adjudication of tenders, and recommendation of appropriate contractors. Monitor the reconciliation of the tender prices with the project budget. Liaises effectively with external authorities and other stakeholders on complex project specific issues. Able to deal effectively with contractual matters between the municipality | <p>in the preparation of documentation.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages a multidisciplinary team Approves the construction programme and milestones Manages the construction programme and monitors cost and progress. Allocates resources (labour, material equipment) to achieve desired objectives. Uses discretion in situations of deviation from design assumptions. Identifies and implements corrective action. Liaises with client departments and contractors. Manages project budgets and schedules effectively. Monitors, reviews, approves and certifies monthly progress | <p>documents and edits documents created.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance and construction projects Manages programme budgets and schedules Negotiates with Client departments and stakeholders. Monitors the preparation by the Environmental Consultants of the Environmental Management Plan. Establishes the construction information distribution procedures. Agrees and monitors the Construction Documentation Schedule for timely delivery of required information to the contractors. Establishes procedures for monitoring, controlling and agreeing all scope and cost variations. Agrees on the quality assurance procedures and monitors the | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages the capital programme of the municipality Agrees municipal requirements and preferences, assessing user needs and options, appointment of necessary consultants in establishing project brief, objectives, priorities, constraints, assumptions and strategies. Uses discretion in situations of deviation from design assumptions. Identifies and implements programme corrective action. Liaises with client departments and contractors. Maintains and ensures that the programme budget and progress for meeting multiple schedules and milestones. Approves the close out |
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| | remedial action. | and the contractors. | payments. | implementation thereof by the consultants and contractors. | and hand over of projects. |
| | <ul style="list-style-type: none"> Mitigates health, safety and environmental risks Manages quality and risk. Makes recommendations for complex variations and contingencies that have a significant impact on cost and progress | <ul style="list-style-type: none"> Monitor the preparation of the preparation of monthly cost reports by the cost consultants. Prepare monthly project reports. Manages, co-ordinates and monitor all necessary testing and commissioning by consultants and contractors. Monitors the execution by the contractors of the defect items to achieve works completion. | <ul style="list-style-type: none"> Receives, reviews and adjudicates any contractual claims. Monitors long lead items and off-site production by contractors and suppliers. Co-ordinates, monitors and issue Practical Completion Lists and the Certificate of Practical Completion. | <ul style="list-style-type: none"> Provides comprehensive feedback to grant funders. Has advanced knowledge of contract management and develops contract management models for municipal implementation. | |
| 7. Operations and Maintenance The application of asset management for operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment. | <ul style="list-style-type: none"> Has knowledge of complex technical specifications of elements within a system. Understands operating rules and procedures for systems. Participates in the development and implementation of the operation and maintenance requirements of systems. Participates in the determination of supply and demand of | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Has detailed knowledge of technical specifications of elements within a system. Has a detailed understanding of the operating rules and procedures. Can troubleshoot problems occurring within the system. Contributes to the application and maintenance of | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops operating rules and procedures for systems. Makes judgement decisions on issues falling outside of the operating rules and procedures. Undertakes long term planning and forecasting of infrastructure requirements. Determines technical specifications for | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages a department and establishes rules and procedures for operations and maintenance. Considers operational implications on a municipal wide basis. Predicts the financial, social, economic and environmental implications. Contributes to the development of national norms and standards. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages multiple departments. Develops operating rules and procedures for systems. Makes judgement decisions on issues falling outside of the operating rules and procedures. Anticipates events, situations and incidents that may impact on the operation of the system. Determines technical |

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| | <ul style="list-style-type: none"> Participates in the development of operating procedures for systems. Monitors and assesses the efficiency and reliability of services. | <ul style="list-style-type: none"> infrastructure asset management principles and systems. Applies asset lifecycle principles to make recommendations for modification, upgrades or renewal of systems and complex infrastructure elements. Mitigates health, safety and environmental risks. | <ul style="list-style-type: none"> systems requirements. Ensure that adequate resources (labour, material equipment) are allocated to achieve desired objectives. Considers the financial, social, economic and environmental implications. Commissions and/or decommissions engineering works safely and with minimum disruption to municipal service provision. Liaises with other both internal and external on integrated service delivery matters. | <ul style="list-style-type: none"> Anticipates events, situations and incidents that may impact on the operation for the municipality. Applies asset management and asset lifecycle principles to develop capital programme for modifications, upgrades and renewals. Develops budgets for capital works, operations and maintenance. Designs, confirms and applies operations and maintenance service delivery standards at municipal level. Develops models to inform in-house, outsourced and PPP capital and operations and maintenance contracts/projects. | <ul style="list-style-type: none"> specifications for systems requirements. Integrates conservation and demand management requirements into IDP and GDPs. Develops Sector Development Plans. Develops infrastructure strategies and policies for land use management and spatial development. Develops municipal operating, maintenance and modification/renewal budgets. Develops organizational structures and resource plans for operations and maintenance of systems. Integrates capital works and operations and maintenance based on life cycle costing |
| Public Service Orientation | | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others. Communicates effectively. Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation. Shows confidence in engagement with | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of his ideas without suppressing their views. Acknowledge merits in | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful. Demonstrates the patience to hear people | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Sensitive to how people and organisations function. |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and written communication. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner. Adapts communication contents to the audience. Uses terminology appropriate to the audience. Structures written documents in a logical framework. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures complex issues clearly and concisely. Conveys alternative viewpoints. Accurately reviews documents and edits documents created by others. Organises discussions in logical manner. Responds to questions with accurate and complete answers. Communicates effectively with people at all levels. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences. Ability to read situations and interest positions and to respond appropriately. Communicates sensitive or controversial information effectively. Communicates effectively at senior levels. Handles sensitive one-on-one discussions effectively. Uses language and style to capture the attention of the audience. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>3. Service Delivery Orientation</p> | <ul style="list-style-type: none"> Commitment to excellence. | <ul style="list-style-type: none"> Demonstrates competencies from level | <ul style="list-style-type: none"> Demonstrates competencies from level | <ul style="list-style-type: none"> Demonstrates competencies from level | <ul style="list-style-type: none"> Demonstrates competencies from level |

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| <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Keeps commitments and promises in undertaking tasks and meeting deadlines. | <ol style="list-style-type: none"> Professional in interaction with general public and stakeholders. | <p>level 1 and 2.</p> <ul style="list-style-type: none"> Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. | <p>1 to 3.</p> <ul style="list-style-type: none"> Speaks effectively on service delivery matters to the media. Has an appreciation and understanding of the service delivery imperative and its demands on public servants. | <p>1 to 4.</p> <ul style="list-style-type: none"> Has an understanding of the service delivery imperative and its demands on public servants. |
| Management | | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques. Able to convince, persuade and influence others. Effectively influences senior management. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and projects authority and credibility. Uses influence to achieve objectives. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team. Shares information and collaborates easily with others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments. Encourages team approach to problem solving. Recognises and respects the value of diverse views. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. |

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| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. | <ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team. Provides a clear sense of purpose and focuses on successful completion of objectives. Organises resources and inspires others towards focused performance. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Sets challenging tasks that stretches individual's abilities and self-confidence. Recognises the need for | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes. Ability to understand the underlying causes for poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. Actively involved in the retention and development of talent within the organisations. Understands organizational needs and formulates and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |

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| | | | <p>and provides individuals with guidance on how to handle new or difficult situations.</p> | <p>self-confidence.</p> <ul style="list-style-type: none"> Actively renews own personal and professional skills and applies them in a productive way in the work environment. Understands requirements for professional development of staff. | <p>implements development plans, outlining specific performance measures.</p> <ul style="list-style-type: none"> Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. |
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11. ENGINEERING TECHNICIAN

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Graduate Trainee: Technician | Technician: Civil, Chemical, Electrical, Mechanical, Other Engineering | Senior Technician: Civil Chemical, Electrical, Mechanical | Principal Technician: Civil Chemical, Electrical Mechanical, | Chief Engineering Technician |
| KNOWLEDGE | <ul style="list-style-type: none"> Assists in performing well defined engineering tasks under supervision/mentorship of an engineering practitioner. May be part of a structured training | <ul style="list-style-type: none"> Participates in various well defined engineering functions. Some degree of independence but primarily works under guidance and supervision. | <ul style="list-style-type: none"> Performs well-defined activities. Applies a known body of knowledge. Works independently and seeks advice as and when required. Supervises and coordinates other members of the engineering team. | <ul style="list-style-type: none"> Manages well-defined engineering functions. Works independently within well-defined working relationship with other parties and disciplines. Supervises and monitors other members | <ul style="list-style-type: none"> Leads and manages well-defined engineering functions. Works independently. Supervises and mentors junior technicians |

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| EXPERIENCE | program | Minimum 5 years' relevant experience | 5 years of relevant experience post registration | 8 years of relevant experience post registration | 10 years of relevant experience post registration |
| QUALIFICATION | National Diploma | National Diploma | National Diploma and registration as a Pr Techni Eng | National Diploma and registration as a Pr Techni Eng | National Diploma, with extensive experience, and or BTEch and registration as a Pr Techni Eng |

COMPETENCIES

| | 1 | 2 | 3 | 4 | 5 |
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| | Functional / Professional | | | | |
| 1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality. | <ul style="list-style-type: none"> Participates in planning by compiling, collating from research, surveys and studies Analyses information to support feasibility study Does preliminary designs on planned projects and seeks approval for analysis and solutions and determines estimates for planning of projects | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Develops proposals for the analysis of information and alternatives. Contributes to the development of scenarios for feasibility and seeks approval. Analyses costs and financial implications. Contributes to the assessment of condition and expected useful life of assets. Updates and maintains components of the asset management plan and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages a team of planning technicians. Assigns resources in accordance with the planning budget. Coordinates planning activities and conceptualises options for approval. Understands the needs of the community and tailors engineering solution to meet the needs of the community. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Budgets, manages and assigns resources for planning. Projects and forecasts short term infrastructure needs for the municipality. Evaluates alternative options. Performs costing and financial analysis of the socio-economic impacts of the projects. Assists in the development of the capital and infrastructure | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages and coordinates the inputs of the planning technicians. Initiates and manages assessments and surveys to ensure planning data is up-to-date. Initiates and manages Asset Management Systems to ensure proper budgeting in accordance with current baseline data. Interprets IDP and spatial planning |

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| <p>2. Design The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.</p> | <ul style="list-style-type: none"> Inspects infrastructure and sites to establish well defined design parameters. Gathers technical and topography data. Participates in feasibility assessments and preliminary design activities under supervision. Designs well defined infrastructure elements and processes under supervision. Develops bills of | <p>asset register.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to the design of infrastructure and processes under supervision. Considers operational efficiency, cost effectiveness, environmental impacts and sustainability and seeks approval. Contributes to the compilation of engineering drawings. Determines and develops specifications and makes recommendations for | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Checks design elements and detailing of junior engineering personnel. Designs well defined engineering elements and integrates the designs of junior engineering personnel. Considers the appropriateness of engineering solutions in the context of the community needs. Uses well known technologies in meeting community needs. | <p>programme.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages and assigns resources to designs. Prioritises design elements in terms of budget availability. Plans and designs upgrades to existing networks within principles and norms and to the requirements of regulations and guidelines. Interprets and scopes design requirements for services delivery under direction and as | <p>initiatives into specific project requirement.</p> <ul style="list-style-type: none"> Contributes to the infrastructure options analysis. Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs. Projects and forecasts short and medium term infrastructure needs for the municipality. |
| <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages a team within the design department. Develops and maintains design (and other technical) standards and specifications. Checks the designs of junior engineering personnel and integrates the design elements for approval. Scrutinises and provisionally approves infrastructure designs and does preliminary | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages and assigns resources to designs. Prioritises design elements in terms of budget availability. Plans and designs upgrades to existing networks within principles and norms and to the requirements of regulations and guidelines. Interprets and scopes design requirements for services delivery under direction and as | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Checks design elements and detailing of junior engineering personnel. Designs well defined engineering elements and integrates the designs of junior engineering personnel. Considers the appropriateness of engineering solutions in the context of the community needs. Uses well known technologies in meeting community needs. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages and assigns resources to designs. Prioritises design elements in terms of budget availability. Plans and designs upgrades to existing networks within principles and norms and to the requirements of regulations and guidelines. Interprets and scopes design requirements for services delivery under direction and as | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages a team within the design department. Develops and maintains design (and other technical) standards and specifications. Checks the designs of junior engineering personnel and integrates the design elements for approval. Scrutinises and provisionally approves infrastructure designs and does preliminary | |

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| <p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Participates in assigned tasks within the scope of the terms of reference. Monitor progress and quality and reports to project manager. General site supervision on assigned tasks. Sets out work. Perform tests and collects samples. Measures quantities. Project manages small works. | <p>approval.</p> <ul style="list-style-type: none"> Contributes to tender and contract documents | | <p>guided by master plans, prepares concept proposals within known technology and seeks approval.</p> | <p>designs for the improvement and efficiency of infrastructure as initiated by the engineer.</p> <ul style="list-style-type: none"> Plans and designs upgrades to existing infrastructure components. Develops design reports and business plans. Develops bills of quantities and estimates. |
| | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages the project team and allocates resources to achieve the project objectives. Develops programme schedules and milestones for multiple small to medium projects. Manages budgets. Prioritises programme activities to ensure that projects are completed within schedule. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to the management of internal projects to agreed standards. Develops project schedules and milestones. Identifies resources to achieve the project objectives for the engineer's approval. Prioritises activities to ensure that project is completed within schedule. Able to complete project | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages the construction, refurbishment or replacement of infrastructure services. Ensures project compliance with EPWP policies and ensures use of labour intensive construction methods. Evaluates and gives input during appraisal of tenders. Monitors achievements of KPAs and general compliance with grant | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages project management technicians. Initiates supply chain activities and ensures compliance with supply chain policy and tender procurement processes. Understands and applies well-defined technical knowledge of functional duties, processes, methodology and infrastructure. | |

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| <p>4. Organisational Awareness The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> Understands how the business unit functions. Basic knowledge about the municipality. Basic knowledge of the local government environment. Knowledge of the municipality's priorities and goals. Operates within of the municipality's policies and procedures. Awareness of the issues impacting service delivery. | <p>within budget.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals. Knowledge of municipality's policies and procedures. Understands priorities, goals and issues within local government sector. Understands and applies the regulatory framework applicable to local government within specific functional area. Knowledge of the issues | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant municipal legislation. Contributes toward addressing the departmental service delivery challenges. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Contributes to shaping the Directorate / Municipality's sector specific goals and priorities. Contributes to shaping the Directorate / Municipality's policies and procedures. In-depth knowledge of relevant municipal legislation. In-depth knowledge of the Directorate / Municipality's challenges in delivering | <ul style="list-style-type: none"> Plans and delivers projects to agreed time, cost and quality requirements. Applies well defined engineering knowledge, skills and experience to put infrastructure into service. Identifies situations of deviation from well-defined design assumptions. Manages project budgets and schedules effectively. |
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| <p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission. | <p>impacting service delivery.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. Ensures all details of a task are accomplished. Checks against standards and regulations. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a project checklist covering all detail which might be overlooked. Ensure that all information is available in the preparation of documentation. | <p>municipal services.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes. Checks against standards and regulations and signs off on documents. Accurately reviews documents and edits documents created by others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>6. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations. Communicates in appropriate style in the oversight of construction personnel.</p> | <ul style="list-style-type: none"> Basic knowledge of construction and maintenance processes. Manages small construction works or work packages. Assists with the compliance to design specifications, health and safety regulations. Does routine site inspections. Assists with control, testing and sampling Does measurement and level control on site. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Knowledge of construction and maintenance processes. Participates in the mitigation of health, safety and environmental risks. Participates in the management of quality and risk. Participates in the monitoring of time/quality/cost. Participates in change approval by compiling and forwarding the necessary applications to | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages more than one construction team. Advanced knowledge of construction and maintenance processes. Manages project budgets and schedules effectively. Identifies contractual matters between the municipality and the contractor. Contributes to the management of quality and risk. Oversees and manages medium sized projects. Makes recommendations | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance and construction projects. Manages programme budgets and schedules. Negotiates with Client departments and stakeholders. Allocates resources (labour, material equipment) to achieve desired objectives. Identifies and implements corrective action. Uses discretion in situations of deviation from design assumptions. Identifies and implements corrective action. Liaises with client departments and contractors. Detailed knowledge of conditions of contract | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Allocates resources (labour, material equipment) to achieve the objectives of the capital programme. Uses discretion in situations of deviation from design assumptions. Identifies and implements corrective action. Liaises with client departments and contractors. Detailed knowledge of conditions of contract |

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| | | <p>the Senior Engineer.</p> <ul style="list-style-type: none"> Manages the construction of internal and small projects. Facilitates compilation of Terms of Reference for small projects. | <p>on project reports and payment certificates.</p> <ul style="list-style-type: none"> Contributes to development of capital programmes for the municipalities. | <p>from design assumptions.</p> <ul style="list-style-type: none"> Liaises effectively with external authorities and other stakeholders on project specific issues. Assists with feasibility and estimation of scopes and project values. | <p>and forms of tender.</p> <ul style="list-style-type: none"> Initiates construction projects. Scheduling of contracts and milestones. Development and design of variations and contingencies. Undertakes dispute and conflict resolution. Manages commissioning and retention. |
| <p>7. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <ul style="list-style-type: none"> Basic knowledge of technical specifications of elements within a system. Understanding of operating rules and procedures for infrastructure. Assists with infrastructure assessments. Makes recommendations for replacement and repair activities. Develops specifications for small works and repair. Assists in the management of depot. | <ul style="list-style-type: none"> Demonstrates competencies from level 1, 1, Knowledge of technical specifications of elements within the system. An understanding of the operating rules and procedures. Participates in trouble shooting problems occurring within infrastructure delivery. Identifies and escalates health, safety and environmental risks. Participates in infrastructure asset management and infrastructure lifecycle. Manages maintenance | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages an operations and maintenance section. Contributes in long term planning and forecasting of infrastructure operations and maintenance requirements. Contributes to the development of technical specifications for system requirements. Considers the financial, social, economic and environmental implications. Contributes to the commissioning and/or decommissions engineering works safely and with minimum | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple operations and maintenance sections. Considers operational implications on a municipal wide basis. Predicts the financial, social, economic and environmental implications. Develops operating rules and procedures for infrastructure. Develops annual operations and maintenance programmes based on analysis of the infrastructure asset | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads and manages operations and maintenance teams and activities. The development of operating procedures for services in the municipality. Makes judgement decisions on issues falling inside of the operating rules and procedures. Identifies events, situations and incidents that may impact on the operation of infrastructure. Contributes to the |

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| | activities and small maintenance repair/ replacement teams. | and repair teams. <ul style="list-style-type: none"> Participates in the compilation of annual budgets for maintenance and repair. Participates in the development of routine and scheduled maintenance programmes. | disruption to municipal service provision. <ul style="list-style-type: none"> Understands asset management and contributes to the prioritization of maintenance activities. Schedules and specifies work for maintenance teams. | management system. <ul style="list-style-type: none"> Develops annual maintenance budgets for the section. Ensures compliance to operating procedures and specification. Undertakes demand and conservation management. | development of national norms and standards. <ul style="list-style-type: none"> Develops annual budgets for sections. Participates in land use management assessments for upgrades or densification. Manages and implements linkages between maintenance and the design of small works and internal projects. Analyses operation and maintenance requirements in accordance with the IDP and development strategies. Liaises with other, both internal and external, on integrated service. |
| Public Service Orientation | | | | | |
| 1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> Able to establish rapport and gets on with others. Communicates effectively. Acknowledges contributions of others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation. Shows confidence in engagement with internal and external stakeholders. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of his ideas without suppressing their views. Acknowledge merits in others arguments and to incorporate in proposals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful. Demonstrates the patience to hear people out and accurately | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Sensitive to how people and organisations function. |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and written communication. | <ul style="list-style-type: none"> Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. Demonstrates competencies from level 1. Organises and presents own perspective in logical manner. Adapts communication contents to the audience. Uses terminology appropriate to the audience. Structures written documents in a logical framework. | <ul style="list-style-type: none"> where it is warranted. Negotiates skilfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. Demonstrates competencies from level 1 and 2. Captures advanced issues clearly and concisely. Conveys alternative viewpoints. Accurately reviews documents and edits documents created by others. Organises discussions in logical manner. Responds to questions with accurate and complete answers. Communicates effectively with people at all levels. | <ul style="list-style-type: none"> restate their opinions, even when not agreement. Awareness of how people and organisations function. Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences. Ability to read situations and interest positions and to respond appropriately. Communicates sensitive or controversial information effectively. Communicates effectively at senior levels. Handles sensitive one-on-one discussions effectively. Uses language and style to capture the attention of the audience. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of</p> | <ul style="list-style-type: none"> Commitment to excellence. Keeps commitments and promises in | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |

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| delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals. | undertaking tasks and meeting deadlines. | interaction with general public and stakeholders | <ul style="list-style-type: none"> • general public. Understands and articulates community needs in sector plans. • Manages community expectations within financial, technical and capacity constraints. | service delivery matters to the media. | |
| Management | | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Commands respect from peers and managers. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques. • Able to convince, persuade and influence others. • Effectively influences senior management. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Motivates and inspires others. • Establishes support and projects authority and credibility. • Uses influence to achieve objectives. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members. • Actively participates in team activities. • Shows consideration towards others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Shows initiative and confidence in dealing with others. • Able to work in a multi-disciplinary team • Shares information and collaborates easily with others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across function boundaries in the respective departments. • Encourages team approach to problem solving. • Recognises and respects the value of diverse views. • Draws on diverse backgrounds, skills and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. |

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| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. | <p>knowledge of team members</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team. Provides a clear sense of purpose and focuses on successful completion of objectives. Organises resources and inspires others towards focused performance. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Sets challenging tasks that stretches individual's abilities and self-confidence. Recognises the need for and provides individuals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes. Ability to understand the underlying causes for poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and self-confidence. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. Actively involved in the retention and development of talent within the organisations. Understands | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. |

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| | | <p>with guidance on how to handle new or difficult situations.</p> | <ul style="list-style-type: none"> • Actively renews own personal and professional skills and applies them in a productive way in the work environment. • Understands requirements for professional development of staff. | <p>organizational needs and formulates and implements development plans, outlining specific performance measures.</p> <ul style="list-style-type: none"> • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. | |
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12. ENGINEERING TECHNOLOGIST

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Graduate Trainee: Technologist | Technologist: Civil, Chemical, Electrical, Mechanical, Other Engineering | Senior Technologist: Civil, Chemical, Electrical, Mechanical | Principal Technologist: Civil, Chemical, Electrical, Mechanical | Chief Engineering Technologist |
| KNOWLEDGE | <ul style="list-style-type: none"> Participates in broadly defined engineering tasks under supervision/mentorship of an engineering practitioner. May be part of a structured training program. | <ul style="list-style-type: none"> Contribute to various broadly defined engineering functions. Some degree of independence but seeks strategic guidance as required. Could assist superiors in providing specialist advice to clients. | <ul style="list-style-type: none"> Performs activities that are broadly defined in nature. Applies new technology into current practice. Works independently and seeks advice as and when required. May supervise junior engineering personnel. | <ul style="list-style-type: none"> Performs broadly defined engineering functions. Works independently. May supervise and mentor junior engineering personnel. | <ul style="list-style-type: none"> Leads broadly defined engineering activities and resources Works independently. May mentor junior engineering personnel. Specialises and advises in specific engineering sub-disciplines. |
| EXPERIENCE | 3 years of relevant experience at technician level | 3 years of relevant experience since obtaining BTech | 5 years of relevant experience post registration | 8 years of relevant experience post registration | 10 years of relevant experience post registration |
| QUALIFICATION | BTech degree in Engineering | B Tech degree in Engineering | B Tech degree in Engineering and registration as a Pr Tech Eng | B Tech degree in Engineering and registration as a Pr Tech Eng | B Tech or preferably MTech degree in engineering and registration as Pr Tech Eng |
| | | | | Plus, in the case of electrical or mechanical disciplines, depending on the size of installations and the nature of the post, a GCC or Pr Cert Eng | Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr Cert Eng |

| COMPETENCIES | | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
| | Functional / Professional | | | | |
| <p>1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p> | <ul style="list-style-type: none"> Participates planning by compiling, collating information from research, surveys and studies for broadly defined engineering problems. Analyses information to support feasibility studies. Contributes to the compilation of feasibility studies for broadly defined engineering problems and projects. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to the development of models for the analysis of information. Conceptualizes options and makes recommendations. Contributes to analysis of the socio-economic impacts of the project. Contributes to costing and financial analysis of capital projects, operations and maintenance. Determines life-cycle of assets under the guidance of the engineer. Determines the remaining useful life of assets under guidance. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages the planning inputs of junior engineering personnel. Develops scenarios and undertakes analysis of options. Applies broadly defined engineering knowledge, skills and experience to prepare detailed production plans of infrastructure as determined by long-term master planning. Analyses costs and financial implications. Understands the needs of the community and tailors engineering solution to meet the needs of the community. Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages and assigns resources to planning Prioritises projects in terms of budget availability. Evaluates proposed projects, determines requirements and capacities by applying broadly defined engineering principles, produces draft plans and cost estimates, evaluates to find optimum solution. Defines lines of communication, reporting and coordination with local communities and other stakeholders such as DWAF, DOT, Eskom, Unions etc. Communicates with Town Planners, | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Initiates and oversees performance analysis, life cycle costing and maintenance projections of new and existing infrastructure. Forward plans systems applying engineering norms and departmental standards. Plans proposed infrastructure to the requirements of regulations and guidelines. |

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| <p>2. Design The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.</p> | <ul style="list-style-type: none"> • Participates in the design of infrastructure elements and processes under supervision. • Participates in feasibility studies and makes recommendations on solutions to broadly defined engineering problems. • Participates in the compilation of engineering drawings for infrastructure • Participates in site investigations to support feasibility. • Participates in the compilation of tender and contract documents for infrastructure, under supervision. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Contributes to the design of infrastructure and processes with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability and seeks advice for broadly defined engineering and alternate technology. • Initiates site investigations and specifies requirements thereof. • Contributes to the compilation of engineering | <p>needs.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Checks designs and detailing of junior engineering personnel. • Designs broadly defined engineering infrastructure and processes. • Liaises with client departments regarding design specifications. • Signs off designs and drawings for broadly defined projects. • Seeks advice for complex engineering and new technologies. • Approves contract and tender documents. • Considers the appropriateness of engineering solutions in the context of the community needs. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages and assigns resources to designs projects. • Prioritises design in terms of budget availability. • Regulates development proposals for urban and rural developments, scrutinizes and approves broadly defined infrastructure designs and initiates methods to improve efficiency. • Plans and designs upgrades to existing networks, applying engineering knowledge, principles and norms to the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Manages the design team and/or design office and drawing registry. • Oversees and ensures the infrastructure is fit for purpose. • Leads the research of alternatives/new technologies. • Ensures an integrated infrastructure asset management plan exists. • Grades and establishes the condition and expected useful | <p>Consulting Engineers and Developers on broadly defined technical matters for proposed development projects and seeks the guidance engineers where necessary.</p> |
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| | | <ul style="list-style-type: none"> drawings for broadly defined designs. Contributes in the compilation of tender and contract documents independently. | <ul style="list-style-type: none"> Uses appropriate technologies in meeting community needs. | <ul style="list-style-type: none"> requirements of regulations and guidelines. Interprets and scopes design requirements for service delivery as guided by master plans, prepares concept proposals and seeks and provides advice on latest technology, prepares contract documentation. | <ul style="list-style-type: none"> life of assets Determines asset criticality. Does financial modelling for assets including replacement costs, life cycle costs and O&M budget as initiated by the engineer. |
| <p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Participates in assigned tasks to the agreed standards (completes work within the scope of the TOR). Placed as a Site Agent on projects. Ensures design compliance of broadly defined activities, progress and expenditure within budget. Makes recommendations on variation and contingencies and seeks approval. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages internal projects to the agreed standards. Tracks progress and quality and reports to project manager. Tracks expenditure, compiles certificates and submits to project manager for approval. Manages resources to achieve the project objectives. Prioritises activities to ensure that project is completed within schedule. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Plans and assigns resources to internal works projects. Manages the construction, refurbishment or replacement of infrastructure services. Ensures project compliance with EPWP policies and ensures use of labour intensive construction methods. Evaluates and gives input during appraisal of tenders. Monitors achievements of KPAs and general | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary projects and programmes. Prioritises multiple resources to meet competing deadlines. Manages supply chain activities and ensures compliance with supply chain policy and tender procurement processes. Understands and applies technical knowledge of functional duties, | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Initiates, develops and plans multi-year projects. Provides specialist technical and specification input for projects. Provides advice on scope variation and project contingency. Manages contracts and projects and deals with disputes, in terms of varied forms of contract, and makes |

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| | | <ul style="list-style-type: none"> • Able to complete project within budget. | <p>compliance with grant conditions such OH and S plan.</p> <ul style="list-style-type: none"> • Manages multiple projects to agreed standards. • Prioritises multiple resources to meet competing deadlines • Manages multiple budgets. | <p>processes, methodology and systems.</p> <ul style="list-style-type: none"> • Plans, controls and deliver projects and programmes to agreed time, cost and quality requirements. • Applies engineering knowledge, skills and experience to put infrastructure into service. • Understands and applies technical knowledge of functional duties, processes, methodology and systems. | <p>recommendations to the, engineer for termination of projects due to non-compliance with scope and contract.</p> |
| <p>4. Organisational Awareness The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> • Understands how the business unit functions. • Basic knowledge about the municipality. • Advanced knowledge of the local government environment. • Knowledge of the municipality's priorities and goals. • Operates within of the municipality's policies and procedures. • Awareness of the issues impacting service delivery. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and is able to communicate the municipality's priorities and goals • In-depth knowledge of municipality's policies and procedures • Understands priorities, goals and issues within local government sector | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to shaping the departmental specific goals and priorities. • Well-developed knowledge of relevant municipal legislation. • Contributes toward addressing the departmental service delivery challenges. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities • Contributes to shaping the Directorate / Municipality's policies and procedures • In-depth knowledge | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Global awareness of development in the infrastructure sector • Contributes to managing the infrastructure in accordance with asset management principles • Provides services |

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| | | | <ul style="list-style-type: none"> Understands and applies the regulatory framework applicable to local government within specific functional area Knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a project checklist covering all detail which might be overlooked Ensure that all information is available in the preparation of documentation | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created by others | <ul style="list-style-type: none"> of relevant municipal legislation In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services | <ul style="list-style-type: none"> and infrastructure in accordance with the IDP |
| <p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Allocates resources (labour, material equipment) to achieve desired objectives Uses discretion in situations of deviation from design assumptions Identifies and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance and construction projects Reviews and approves the construction programmes of contractors Manages programme | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Detailed knowledge of Conditions of Contract and forms of tender Development and implementation of project charters Initiates | | |
| <p>6. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations. Communicates in appropriate style in the oversight of construction personnel.</p> | <ul style="list-style-type: none"> Has knowledge of construction and maintenance processes Facilitates and monitors scope/time/quality/cost change approval by compiling and forwarding the necessary applications to the Senior Engineer. Manages the construction of internal projects Facilitates compilation of | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Has detailed knowledge of construction and maintenance processes Able to deal effectively with contractual matters between the | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identifies and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance and construction projects Reviews and approves the construction programmes of contractors Manages programme | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Detailed knowledge of Conditions of Contract and forms of tender Development and implementation of project charters Initiates | | |

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| <p>7. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <p>Terms of Reference for projects</p> <ul style="list-style-type: none"> Facilitates compilation of Business Plan (BP) or Registration form | <p>municipality and the contractors</p> <ul style="list-style-type: none"> Mitigates health, safety and environmental risks Manages quality and risk Oversees and manages medium sized projects Verifies project reports Evaluates and gives input during appraisal of tenders | <p>implements corrective action</p> <ul style="list-style-type: none"> Liaises with client departments and contractors Manages project budgets and schedules effectively Liaises effectively with external authorities and other stakeholders on project specific issues | <p>budgets and schedules</p> <ul style="list-style-type: none"> Negotiates with Client departments and stakeholders Oversees the commissioning and decommissioning of infrastructure Compile the capital programme of the municipality Develop and approve the construction programme Assess and approve scope and specification Manages the construction and capital programme of the municipality Manages grant funded programmes and applications and reporting | <p>construction projects</p> <ul style="list-style-type: none"> Scheduling of contracts and milestones Development and design of variations and contingencies Dispute and conflict resolution Commissioning and retention management |
| | <ul style="list-style-type: none"> Knowledge of technical specifications of elements within a system Understands operating rules and procedures for the system Participates in the preparation of tender documents for minor works | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Detailed knowledge of technical specifications of elements within the system Detailed | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2, . Applies engineering knowledge, skills and experience to put infrastructure into service Manages junior | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance teams and depots Understands risk and guides the management of risk | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages a small to medium operations and maintenance department or a single discipline |

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| | <p>and services.</p> <ul style="list-style-type: none"> Assists with identifying the replacement of infrastructure due to failure Participates in the generation of replacement and augmentation programmes Maintains infrastructure and supply systems Participates in the implementation of maintenance programmes Manages small maintenance teams Specifies specifications that are broadly defined | <p>understanding of the operating rules and procedures</p> <ul style="list-style-type: none"> Can troubleshoot problems occurring within the system Mitigates health, safety and environmental risks Contributes to the construction, refurbishment or replacement of infrastructure services, that are broadly defined by nature, to conform to the standards, time constraints and budgets of the planning and design requirements Contributes to the development of maintenance programmes and ensures the implementation of routine and scheduled maintenance Ensures that all activities are captured in the asset management | <p>engineering personnel</p> <ul style="list-style-type: none"> Understands and applies engineering knowledge, skill and experience in a specific service delivery Offers specialised advice to others Draws on innovation and best practice in devising broadly defined solutions to ensure service delivery is provided with minimum interruption and to a satisfactory standard Develops operating procedures for infrastructure systems and manages operations and maintenance teams Determines technical specifications for Infrastructure requirements Considers the financial, social, economic and environmental implications Commissions and/or decommissions engineering works safely and with | <ul style="list-style-type: none"> Manages supply chain activities and ensures compliance with supply chain policy and tender procurement processes Considers operational implications on a municipal wide basis, plans and manage departmental resources Predicts the financial, social, economic and environmental implications Contributes to the development of norms and standards Anticipates events, situations and incidents that may impact on the operation for the municipality Makes recommendations on issues falling outside of the operating rules and procedures Liaises with other both internal and external on integrated service delivery | <ul style="list-style-type: none"> Develops operating rules and procedures for infrastructure delivery Makes judgement decisions on issues falling within operating rules and procedures Identifies events, situations and incidents that may impact on the operation of a service delivery component Develops replacement programmes Develops system demand and operating requirements Determines broadly defined technical specifications for systems requirements Inspects and tests infrastructure for operation efficiency |
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| | | | systems and identifies replacement strategies | minimum disruption to municipal service provision <ul style="list-style-type: none"> Manages depots and small rehabilitation teams | <ul style="list-style-type: none"> Undertakes long term planning and forecasting of infrastructure requirements | <ul style="list-style-type: none"> Initiates and ensures effective life cycle management of infrastructure and ensures effective handover of completed infrastructure Manages handover inspections, the compilation of snag lists and completion certificate issuance |
| Public Service Orientation | | | | | | |
| 1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisations Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Awareness of to how people and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Sensitive to how people and organisations function | |

| | others | without damaging relationships | organisations function | |
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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience • Structures written documents in a logical framework | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Accurately reviews documents and edits documents created by others • Organises discussions in logical manner • Responds to questions with accurate and complete answers • Communicates effectively with people at all levels | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately • Communicates sensitive or controversial information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4 |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Has an understanding and appreciation of the service delivery imperative and its |

| | | | Manages community expectations within financial, technical and capacity constraints | | | demands on public servants |
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| Management | | | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 | |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | |

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| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focused performance | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Sets challenging tasks that stretches individual's abilities and self-confidence Recognises the need | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the underlying causes for non or poor performance and to provide the appropriate support Sets challenging tasks that stretches individual's abilities and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the organisation Understands organisational needs | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 |

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| | | | <p>for and provides individuals with guidance on how to handle new or difficult situations</p> | <p>self-confidence</p> <ul style="list-style-type: none"> Actively renews own personal and professional skills and applies them in a productive way in the work environment Understands requirements for professional development of staff | <p>and formulates and implements development plans, outlining specific performance measures.</p> <ul style="list-style-type: none"> Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | |
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13. ENVIRONMENTAL HEALTH

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Pest Control Operators. | Environmental Health Practitioner | Operational Manager Environmental Health Senior Environmental Health Practitioner | Manager Environmental Health |
| KNOWLEDGE | Environmental legislation and Law Enforcement By Laws | Environmental legislation and Law Enforcement By Laws and Acts | Environmental legislation and Law Enforcement By Laws and Acts | Environmental legislation and Law Enforcement By Laws and Acts |

| EXPERIENCE | Between 1 and 2 years relevant experience required | Between 2 and 3 years relevant experience required | Between 3 and 5 years relevant experience required | Between 5 and 8 years' relevant experience required |
|--|--|--|--|--|
| QUALIFICATION | Grade 10 National Certificate in Pest Control | National Diploma in Environmental Health Registration with Health Professional Council of South Africa | B Tech in Environmental Health Registration with Health Professional Council of South Africa | B Tech in Environmental Health Registration with Health Professional Council of South Africa |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | | | | |
| | 1 | 2 | 3 | 4 |
| | Functional / Professional | | | |
| 1. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others. | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes |
| 2. Organizational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department. | <ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful | <ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful | <ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful | <ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful |
| 3. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity. | <ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible | <ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible | <ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems | <ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems |

| | solutions to certain problems | solutions to certain problems | problems | |
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| <p>4. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> solutions to certain problems Not applicable at this level. | <ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines Uses time effectively and remains focused – does not become easily distracted Prioritises activities effectively to ensure that tasks are completed within schedule Ensures work is accurate and complete | <ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Manages the assigned tasks to the agreed standards and meets deadlines Uses time effectively and remains focused – does not become easily distracted Prioritises activities effectively to ensure that tasks are completed within schedule Ensures work is accurate and complete | <ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Manages the assigned tasks to the agreed standards and meets deadlines Uses time effectively and remains focused – does not become easily distracted Prioritises activities effectively to ensure that tasks are completed within schedule Ensures work is accurate and complete |
| <p>5. Financial Management Drives optimisation of financial management of the municipality through use of standard operating procedure.</p> | <ul style="list-style-type: none"> Not applicable at this level. | <ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Coordinate payment to the service providers and from the communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. | <ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Coordinate payment to the service providers and from the communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act | <ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Coordinate payment to the service providers and from the communities in items of fines and other corrective measures Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act |

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| <p>6. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p> | <ul style="list-style-type: none"> • Not applicable at this level | <ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis | <ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct data analysis | <ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct data analysis |
| <p>7. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p> | <ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role | <ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role • Understands the basic operating instructions for the relevant technology (both hardware and software) utilized in the department | <ul style="list-style-type: none"> • Demonstrates computer literacy and is competent in a number of software packages relevant to the role • Understands the operating instructions for the relevant technology (both hardware and software) utilized in the department | <ul style="list-style-type: none"> • Demonstrates computer literacy and is competent in a number of software packages relevant to the role • Understands the operating instructions for the relevant technology (both hardware and software) utilized in the department |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence • Coordination, investigation, monitoring, evaluation, reporting and compliance enforcement related to the environment | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence • Coordination, investigation, monitoring, evaluation, reporting and compliance enforcement related to the environment | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence • Coordination, investigation, monitoring, evaluation, reporting and compliance enforcement related to the environment |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Relates to people at all levels of the organization • Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Relates to people at all levels of the organization • Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Relates to people at all levels of the organization • Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Relates to people at all levels of the organization • Shows confidence in engagement with internal and external stakeholders |
| <p>3. Client Orientation and Customer Focus Understands the service needs of</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication |

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| <p>a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <p>communication with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive | <p>communication with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive | <p>communication with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive • Supports hers to take personal responsibility to deliver excellent customer service | <p>with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive • Supports others to take personal responsibility to deliver excellent customer service |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction | <ul style="list-style-type: none"> • Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation | <ul style="list-style-type: none"> • Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Not required at this level | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Implement a performance management system to measure compliance with service delivery plans • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance | <ul style="list-style-type: none"> • Implement a performance management system to measure compliance with service delivery plans • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being |

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| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Shares information and collaborates easily with others | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Shares information and collaborates easily with others | <ul style="list-style-type: none"> Managing the operations of Staff to ensure that service delivery is provided in a productive manner | <p>without being overbearing</p> <ul style="list-style-type: none"> Managing the Staff to ensure that service delivery is provided in a productive manner |
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14. FIELD OFFICER

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL DESIGNATIONS (These are a guide and therefore not limited to)</p> | <p>Field Officers</p> | <p>Senior Field Officer</p> | <p>Principal Field Officer</p> | <p>Head: Anti Land Invasion Unit</p> |
| <p>KNOWLEDGE</p> | <p>Knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.</p> | <p>Knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.</p> | <p>Knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.</p> | <p>In-depth knowledge of applicable legislation, the operational strategies, applicable policies and governing legislation.</p> |
| <p>EXPERIENCE</p> | <p>Between 0 and 2 years' experience</p> | <p>Between 2 and 5 years of which at least 2 includes supervisory exposure</p> | <p>Between 5 and 8 years of which at least 2 includes supervisory exposure</p> | <p>More than 8 years including managerial experience</p> |
| <p>QUALIFICATION</p> | <p>Grade 10 Code 08 Drivers License Physical Fitness</p> | <p>Grade 12 Code 08 Drivers License Physical Fitness</p> | <p>Grade 12 Code 08 Drivers License Physical Fitness</p> | <p>A 3/4 year B-Degree in Public Administration or equivalent Code 08 Drivers License</p> |

| FUNCTIONAL / PROFESSIONAL | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| 1. Controlling Illegal Activities Exercise control over illegal activities including community interaction, supervision, investigation and engagement | <ul style="list-style-type: none"> Demonstrates the ability to patrol all Informal Settlements in a defined region Notifying and reporting of illegal activities (i.e., invasions, unlawful occupations, demolitions and relocations Must attend to complaints relating to illegal activities in informal settlements Investigating such complaints | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Supervising shift patrols Deployment of staff to deal with complaints Community liaison and take preventative action Supervises the destruction of unoccupied structures Compiling reports and conducts research | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to conduct investigations in respect of illegal activities within informal settlements The ability to be both pro-active and re-active to implement operational plans to curb illegal activities and growth in informal settlements | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Demonstrates the ability to manage and coordinate counter spoliation action Must Demonstrate the ability to engage external services such as SAP and Metro Police in cases of emergency |
| 2. Legal Process Administration Ensure due process is followed with regard to the management of evictions. | <ul style="list-style-type: none"> Demonstrates the competence to gather evidence of illegal activities, including statements, affidavits and photographs Reports findings to supervisor Attending court cases to deliver testimony and evidences | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Complying with the principles of the PIE, ESTA Act, National Building Regulations and the Constitution to avoid legal claims against the Municipality Coordinates evictions Coordinates administration of legal documentation Complies with the Health and Safety Regulations | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Must be able to participate in legal proceedings Must be able to coordinate processes of investigating Report writing to senior management and propose recommendations Able to keep legal records | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. The ability to draft documentation necessary to initiate interdicts and eviction orders High level engagement with external Attorneys and advise on case progression Demonstrates the ability to engage in high level meetings with SAPS, Metro Police, the Sheriff's office, and external contractors and make media statements |
| 3. Operational Support Provides basic operational support for basic municipal services to informal settlements. | <ul style="list-style-type: none"> Reporting on basic municipal services required or the lack thereof Patrolling Informal Settlements in respect of municipal services required / delivered | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Coordinating and aligning services and operational support with other departments during disasters | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Must be able to provide operational support to coordinate basic municipal services to informal | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. The ability to establish working relationships with different agencies to provide staff with protection when |

| | | <ul style="list-style-type: none"> Supervising | settlements | operations occur Must display in-depth knowledge of Health and Safety regulations, PIE and the Constitution as it relates to human rights and housing issues |
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| <p>4. Implementation of Relocations Ensure the relocation process is implemented in an informal settlement area to create space for land development.</p> | <ul style="list-style-type: none"> Implementation of relocation processes within a specific informal settlement area to create space for temporary or new housing opportunities and emergency disaster relief. Participates in Community meetings Identifying and demarcating of target areas and groups for relocation Collates beneficiary data Submits relocation survey results Notifies on operational restrictions for planned relocations Completes all relevant documentation Monitors tasks allocated to contract staff | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to access volatile situations and advising on matters whether to withdraw or intervene before violence occurs Demonstrates knowledge of the requirements of the Health and Safety Act and its applicability | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to access volatile situations and advising on matters whether to withdraw or intervene before violence occurs Demonstrates knowledge of the requirements of the Health and Safety Act and its applicability | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. The ability to manage staff, and staff development, including legal training. Demonstrates the ability to manage budgets and resources such as assets Demonstrates the competence to comply with audit requirements, maintain budgetary controls and loss of Council equipment and stock Must be able to coordinate human resources management functions and performance management of personnel |

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| <p>5. Surveying Data Management Manage the data obtain from surveys in communities.</p> | <ul style="list-style-type: none"> Conducting door-to-door surveys and annual surveys to monitor new structures Participates in community meetings | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors tasks allocated to contract staff Able to manage information systems and manage informal settlement databases for record keeping and statistical analyses | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitors tasks allocated to contract staff Able to manage information systems and manage informal settlement databases for record keeping and statistical analyses Extract reports for statistical purposes | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors tasks allocated to contract staff. Ability to facilitate and coordinate planning meetings and discussions with management, political structures, municipal officials, contractors, community leaders, law enforcement officials and legal resource centres. |
| <p>6. Disaster operations Implements operational plans for disasters.</p> | <ul style="list-style-type: none"> Monitors tasks allocated to contract staff Investigating and assessing the magnitude of disasters Liaison with Disaster Risk Management Officers regarding relief operations Register Fire / Flood / Xenophobic victims Issue relief kits to victims | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors tasks allocated to contract staff Able to implement the rehabilitation of disaster sites Able to implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitors tasks allocated to contract staff Able to implement the rehabilitation of disaster sites Able to implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors tasks allocated to contract staff Must be able to manage and register Fire / Flood / Xenophobic attacks Must be able to execute the planning of clean-up operations of affected areas |
| Public service orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation Shows confidence in engagement with internal and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Convinces others of ideas without suppressing their views Acknowledge merits in others |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> • external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <p>arguments and to incorporate in proposals where it is warranted</p> <ul style="list-style-type: none"> • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <p>arguments and to incorporate in proposals where it is warranted</p> <ul style="list-style-type: none"> • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions with accurate and complete answers | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions with accurate and complete answers |
| Management | | | | |
| <p>1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Fosters a strong sense of | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Fosters a strong sense of |

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| <p>and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <p>activities</p> <ul style="list-style-type: none"> Shows consideration towards others | <p>confidence</p> <ul style="list-style-type: none"> Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <p>team belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <p>team belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals |
| <p>2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Sets out work for others in a well-planned and organised manner | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Good at establishing clear direction Sets out team goals providing clear sense of purpose | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focussed performance |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Able to identify own development needs | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Has strong subject matter knowledge Recognises the need for and provides individuals with guidance on how to handle new or difficult situations Able to identify appropriate training interventions Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> Actively involved in the retention and development of talent within the organisation Leads by example Actively creates development opportunities by crafting roles to best meet the needs of individuals Constantly on the lookout for training opportunities for subordinates |

15. FINANCE

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (include budgets and treasury, expenditure, revenue and SCM) (These are a guide and therefore not limited to) | Assistant Accountant | Accountant | Senior Accountant | Assistant Manager: Finance / Principal Accountant |
| KNOWLEDGE | <ul style="list-style-type: none"> Conducts work of a financial nature according to prescribed norms and standards under the general direction of an experienced accountant. Applicable local government legislation (e.g. MSA, MFMA) | <ul style="list-style-type: none"> Conducts work financial nature according to prescribed norms and standards under the general direction of an experienced senior accountant. Applicable local government legislation (e.g. MSA, MFMA) | <ul style="list-style-type: none"> Under general direction, independently performs more complex work of a financial nature. May supervise junior staff. Conducts work of financial nature according to prescribed norms and standards under the general direction of an experienced principal accountant. Leads, conducts and controls work according to prescribed norms and standards. Supervise. Applicable local government legislation (e.g. MSA, MFMA) | <ul style="list-style-type: none"> Provides expert financial advice. Responsible for managing financial information according to prescribed norms and standards. May supervise and manage team responsible for the financial information. Applicable local government legislation (e.g. MSA, MFMA) |
| EXPERIENCE | Up to 2 years relevant experience required | Between 2 and 5 years relevant experience required | Between 5 and 8 years' relevant experience required which includes 2 years of supervisory experience | 8 years or more relevant experience covering all aspects of the relevant financial process and the Management of financial information or having gained |

| | | specialist experience in a finance discipline. | | | |
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| | | A relevant 3 year post matric qualification with financial accounting as a major subject | A relevant 3 year post matric qualification with financial accounting as a major subject | A relevant 3 year post matric qualification with financial accounting as a major subject | A relevant 3 year post matric qualification with financial accounting as a major subject |
| | | 1 | 2 | 3 | 4 |
| COMPETENCIES | | | | | |
| Functional / Professional | | | | | |
| QUALIFICATION* | | | | | |
| <p>*National Treasury MFMA Municipal Minimum Competence training where applicable</p> | | | | | |
| COMPETENCY LEVELS | | | | | |
| <p>1. Accounting Establishes appropriate accounting systems for the organisation and ensures that the rules of GRAP and other good accounting practices are adhered to.</p> | | <ul style="list-style-type: none"> • Conversant with basic accounting and the double-entry system • Collects and collates information for the preparation of financial statements • Monitors and controls the collection of debts • Performs basic tax calculations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Aware of and able to apply the principles of GRAP • Calculates and interprets basic accounting ratios • Understands the limitations of accounting data as a basis for management action • Uses techniques such as time series and index numbers to interpret accounting data • Monitors and controls cash receipts and payments in compliance with cash management policies • Evaluates different debt collection methods • Makes and records payments in accordance with financial policies and regulations • Maintains petty cash records • Accounts for cash and bank transactions | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Distinguishes between capital and operational expenditure • Understands the function, form and method of preparation of financial statements • Applies the principles of GRAP • Drafts public sector financial statements • Prepares, analyses and interprets financial reports and statements • Calculates and interprets accounting ratios • Appreciates the limitations of accounting data as a basis for management action • Uses techniques such as time series and index numbers to interpret accounting data • Operates a cash management and credit control system • Advises on working capital policy and the management of debtors | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to present and disclose financial statements • Ability to amend and review financial policies in accordance with prevailing norms and standards • Provides guidance to and supervises subordinates |

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| | | <ul style="list-style-type: none"> • Accounts for goods and services supplied or received • Prepares bank reconciliation statements • Makes authorised payment claims and returns to external agencies • Distinguishes between capital and operational expenditure | and creditors | |
| <p>2. Procurement Manages the procurement process according to prevailing legislation, norms and standards.</p> | <ul style="list-style-type: none"> • Procures goods and services in accordance with MFMA, SCM regulations and policies • Maintains a database of approved vendors • Reconciles physical stocks to accounting records | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Conducts a capacity and credit check of potential vendors • Investigates alternative vendors or products to improve cost, quality & delivery ratios | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Reviews vendor performance • Manages procurement contingencies • Provides guidance for alternative vendors or products to improve cost, quality and delivery ratios • Understands 'value chain' concepts and the principles of 'just in time' procurement | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Review and update policies to align with prevailing legislation, norms and standards and community dynamics • Prepares standard documents for presentation to bid committees • Respond and report on queries from internal audit and auditor general management letter items |
| <p>3. Budgeting Establishes and manages credible budgets within legislative, political and administrative mandates.</p> | <ul style="list-style-type: none"> • Prepares forecasts of income and expenditure • Produces draft budget proposals • Operates budgetary control systems | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Contributes to the planning and allocation of resources • Prepares forecasts of income and expenditure • Uses models to assess the sensitivity of elements in the cash budget | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Monitors the performance of responsibility centres against budget • Collate and analyse information for budget purposes • Document budget assumptions | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Prepare the budget aligned to the IDP and Treasury regulations • Documents budget assumptions • Revise budget and prepare adjustment budget |
| <p>4. Financial Management Drives optimisation of financial management of the municipality through use of standard</p> | <ul style="list-style-type: none"> • Makes & records payments in accordance with financial policies & regulations • Maintains petty cash records | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Contributes to cost management by 'value analysis' | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands quality control methods | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages accounting information systems |

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| <p>operating procedures.</p> | <ul style="list-style-type: none"> • Accounts for cash and bank transactions • Accounts for goods and services supplied or received • Prepares bank reconciliation statements • Distinguishes between capital and operational expenditure • Records payroll transactions | <ul style="list-style-type: none"> • and cost reduction techniques • Evaluates current and proposed activities, using methods e.g. pay -back & Discounted Cash Flow • Understands the uses and limitations of published statistics • Participates in the implementation of information systems • Generates and interprets performance indicators | <ul style="list-style-type: none"> • Explains and evaluates strategic financial management issues • Generates and interprets performance indicators | <ul style="list-style-type: none"> • Participates in the management and maintenance of information systems • Determines and explains performance measurement strategies and techniques • Advises on application of planning and control processes in budgeting & costing • Able to make investment decisions in line with banking policy, legislation • Collates information about maintenance of financial systems |
| <p>5. Costing Ability to produce costing based on best-practice, political imperatives and standardise processes.</p> | <ul style="list-style-type: none"> • Prepares and presents standard cost reports • Analyses usage and price variances | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands costing concepts and advise on the management of costs • Interprets cost data, including the use of overhead rates • Understand 'activity-based costing' and the use of cost drivers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Promotes the importance of knowledge sharing within own area, • Uses marginal costing in formulating pricing policies • Advises on cost classification, behaviour and allocation methods | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes procedures for standard costing systems • Evaluate cost classification, behaviour and allocation methods • Establish marginal costing and develop pricing related policies |
| <p>6. Financial Reporting Ability to identify overall objectives of financial reporting, specific information needs of stakeholders & the general information needs of others.</p> | <ul style="list-style-type: none"> • Inputs information from source documents into a computer system • Supplies information for a specific purpose • Drafts routine business communications • Generates and prints standard reports from a computer system • Locates & retrieves recorded | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Prepares reports and returns for outside agencies • Produces spreadsheets for the analysis of numerical information • Presents information in graphical, diagrammatic or tabular formats | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Reviews reports and returns for external stakeholders • Drafts reports to external stakeholders in line with prescribed legislation | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Analyse and interpret reports to external stakeholders in line with prescribed legislation |

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| <p>7. Financial Process Management Ability to support an effective, economic and efficient finance function through financial processes</p> | <p>details or requested items from a computer system</p> <ul style="list-style-type: none"> Apply policies and procedures in financial process management | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages the control of assets according to policies and procedures Assists in managing assets according to policies and procedures | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Implements finance strategies Implements financial policies and systems Manages the control of assets according to policies and procedures Prepares multi-year revenue and expenditure forecasts Develops sustainable strategies to address revenue shortfalls Assists in developing and implementing financial policies and systems Develops, implements and maintains financial management policies, procedures and processes Assists in formulating and implementing finance strategies Implements finance strategies Implements financial policies and systems Contributes to multi-year revenue and expenditure forecasts Implements multi-year revenue and expenditure forecasts | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Formulates finance strategies Develops and implements asset and financial policies and systems Oversees the financial management aspects of the municipality including outsourced service providers Develops of sustainable strategies to address revenue shortfalls Supports the accounting officer to oversee financial management aspects of the municipality Develops financial policies and systems Prepares of multi-year revenue and expenditure forecasts Development of sustainable strategies to address revenue shortfalls |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. |

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| <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Relates to people at all levels of the organisation Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <ul style="list-style-type: none"> Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Awareness of how people and organisations function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures complex issues clearly and concisely Conveys alternative viewpoints Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public Understands and articulates community needs in sector | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media |

| Management | | | | |
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| <p>municipal processes in order to achieve municipal goals.</p> | | | <ul style="list-style-type: none"> plans Manages community expectations within financial, technical and capacity constraints | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of |

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| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Understands requirements for professional development of staff | <p>purpose and focuses on successful completion of objectives</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance • Demonstrates competencies from level 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the organisation • Understands organisational needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
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16. FORENSIC

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL CAREER STREAM (These are a guide and therefore not limited.) | Assistant Forensic Specialist | Forensic Specialist | Senior Forensic Specialist | Principal Forensic Specialist | Assistant Manager Forensics / Manager Forensics |
| KNOWLEDGE | Conducts forensic work according to prescribed norms and standards under the general direction of an experienced Forensic specialist. | Conducts professional forensic work under the general direction of an experienced Senior Forensic specialist. | Lead, conduct, control the Forensic work and supervise Forensic specialist | Manage, Lead, conduct, control the Forensic work and supervise senior / Forensic specialists | <ul style="list-style-type: none"> Conducts more complex forensic audits and investigations. Manages a team of forensic specialists. |
| EXPERIENCE | Up to 2 years relevant experience | Between 2 and 5 years relevant experience | Between 5 and 8 relevant experience required which includes 2 years of supervisory | 8 years of more relevant experience (which includes 2 years of supervisory) covering all aspects of the forensic function | 8 years of which 2 years at management level |
| QUALIFICATION | A relevant 3 year qualification in Finance, Audit, Legal or Information Technology | A relevant 3 year qualification in Finance, Audit, Legal or Information Technology | A relevant 3 year qualification in Finance, Audit, Legal or Information Technology | A relevant 3 year qualification in Finance, Audit, Legal or Information Technology | A relevant 3 year qualification in Finance, Audit, Legal or Information Technology |
| COMPETENCY LEVELS | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| Functional / Professional | | | | | |
| 1. Forensic Audit Able to apply key principles of fraud risk management to the organisation in order to | <ul style="list-style-type: none"> Contributes to the conduct of forensic audit assignment Prepares draft audit | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Translates objectives | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Determines and | <ul style="list-style-type: none"> Demonstrates and apply competencies from levels 1 to 3. Evaluates forensic | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>evaluate internal controls, minimise fraud risks.</p> | <ul style="list-style-type: none"> queries. Records and evaluates systems using symbols, flowcharts, checklists, etc. Uses audit testing techniques, e.g. vouching, re-performance, confirmation, etc. Maintains working papers Uses forensic auditing techniques in an forensic assignment Understands the responsibilities, functions and qualities of the municipality Understands the role and responsibilities of the all assurance providers. Understands the procedures for obtaining audit evidence in accordance with the norms and standards. | <ul style="list-style-type: none"> into specific plans. Determine and explains fraud risk assessment techniques. Contributes to forensic audit assignment. Prepares draft forensic audit reports. Understands control principles, such as separation of functions Records and evaluates systems using symbols, flowcharts, checklists, etc. Uses audit testing techniques per the norms and standards. Maintains forensic audit files and working papers Understands the procedures for obtaining forensic audit evidence. Understands the process of reporting forensic audit findings. Understands control principles, such as separation of functions. | <ul style="list-style-type: none"> explains fraud risk assessment techniques Contributes to the planning of an forensic audit assignment Apply control principles, such as separation of functions. Review and evaluates systems using symbols, flowcharts, checklists, etc. Co-ordinates efforts with other assurance providers. Understands the role and responsibilities of the internal audit function. Implement the procedures for obtaining audit evidence Implement the process of reporting forensic audit findings per the norms and standards. Establishes appropriate controls all accounting environment | <p>reports and recommend remedial actions to senior management or client departments.</p> <ul style="list-style-type: none"> Cognisant of the industry, micro and macro environment relating to fraud trends. | |
| <p>2. Written Communication The ability to communicate complex forensic information in understandable documents</p> | <ul style="list-style-type: none"> Prepares considered, high quality draft written communications including | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Prepares clear and | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Takes primary | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Takes management | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>for specific audiences.</p> | <p>correspondence, pleadings, legal memoranda and legal opinions</p> <ul style="list-style-type: none"> • Proofreads documents accurately with close attention to detail | <p>concise documents that require few modifications</p> <ul style="list-style-type: none"> • Effectively communicates in writing | <p>responsibility for correspondence, pleadings, legal memoranda and legal opinions</p> <ul style="list-style-type: none"> • Prepares documents with minimal review by supervising forensic practitioner • Effectively collaborates on larger written projects with colleagues | <p>responsibility for reviewing and editing less experienced practitioners' work</p> | |
| <p>3. Oral Communication The ability to articulate complex legal concepts in an understandable, convincing manner.</p> | <ul style="list-style-type: none"> • Expresses views, advice and legal positions effectively and appropriately on straightforward matters both within and outside municipality | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Effectively and appropriately advocates positions orally within municipality on complex matters | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Effectively and appropriately advocates positions orally on complex and sensitive matters both within municipality and outside municipality • Demonstrates effective oral presentation skills for discrete topics and issues • Advocates capably on behalf of clients and municipality both within and outside the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Demonstrates effective oral presentation skills for complex and sensitive topics and issues | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>4. Research and Analysis Ability to break a forensic problem into component parts, identify key issues, locate authority in the form of</p> | <ul style="list-style-type: none"> • Identifies relevant issues and facts • Locates authority and/or case law relevant to the issue | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and analyses complex fact | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Manages fact-finding and delegates research to | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Critically evaluates analyses prepared by | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>statute and case law and compile cogent legal arguments to support a position.</p> | <ul style="list-style-type: none"> • Applies authority to the facts at hand | <p>patterns and legal concepts</p> <ul style="list-style-type: none"> • Identifies additional relevant issues that need to be addressed • Generates practical ideas and solutions to address issues presented • Communicates ideas and solutions to supervisor • Completes tasks efficiently, recognising appropriateness of time and costs | <p>other forensic practitioners, giving clear, organised assignments</p> <ul style="list-style-type: none"> • Organizes and synthesises work, including the work of others, into a complete, considered analysis • Provides practical advice to clients based on analysis • Prioritises alternative courses of action based on research and analysis | <p>others</p> <ul style="list-style-type: none"> • Develops advice and solutions based on these analyses • Communicates advice and solutions clearly to clients and others | |
| <p>5. Advocacy /Negotiation The ability to develop and present client or Municipality's interests in appropriate forums, presenting and negotiation the best possible outcomes.</p> | <ul style="list-style-type: none"> • Understands positions, conclusions and recommendations to supervisors | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Displays an understanding of fundamental advocacy and negotiation principles • Applies advocacy and negotiation principles toward achieving client objectives | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Ascertains the goals and objectives of clients • Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position • Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved • Displays creativity in reaching solutions that accomplish client objectives | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Demonstrates a range of advocacy/negotiating skills and strategies • Applies these skills and strategies to obtain optimal results for clients | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> Understands and follows municipal policies, including Code of Ethics and Conduct. Able to identify fraud risks involved in alternative courses of action. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and evaluates risks involved in alternative courses of action Recommends appropriate course of action to supervising practitioners. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Recognises potential conflicts of interest under applicable professional standards. Identifies other contentious issues and resolves these with clients. Fosters a culture of ethical behavior Makes preliminary decisions and recommendations on difficult ethical issues. Recommends a course of action based upon evaluation of relevant facts, issues and risks. Advocates for a recommendation demonstrates how the recommendation will achieve desired objectives. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Properly resolves ethical, business and issue conflicts Evaluates relevant facts, issues and risks Distinguishes among various options Prepares and executes effective strategies to achieve desired objectives taking into account relative risks. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <p>7. Organisational Awareness The ability to understand the municipality's objectives, and the impact of legal decisions on the public and the functioning of the various directorates.</p> | <ul style="list-style-type: none"> Understands how the business unit functions Basic knowledge about the municipality. Basic knowledge of the local government environment Knowledge of the | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals. In-depth knowledge of | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Contributes to shaping the Municipality's sector specific goals and priorities. Contributes to shaping | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| | <p>municipality's priorities and goals.</p> <ul style="list-style-type: none"> Operates within of the municipality's policies and procedures. Awareness of the issues impacting service delivery. | <p>municipality's policies and procedures.</p> <ul style="list-style-type: none"> Understands priorities, goals and issues within local government sector. Understands and applies the regulatory framework applicable to local government within specific functional area. Knowledge of the issues impacting service delivery. | <p>municipal legislation.</p> <ul style="list-style-type: none"> Contributes toward addressing the departmental service delivery challenges. | <p>the Municipality's policies and procedures.</p> <ul style="list-style-type: none"> In-depth knowledge of relevant municipal legislation. In-depth knowledge of the Municipality's challenges in delivering municipal services. | |
| Public Service Orientation | | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. (Client Orientation and Customer focus)</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others effectively Acknowledges contributions of others | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skillfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Awareness of how people and municipalities function | <p>Demonstrates competencies from levels 1 to 4.</p> <ul style="list-style-type: none"> Sensitive to how people and municipality function Understands the range of clients to be served Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction Takes personal responsibility for providing excellent service quality Corrects problem promptly, without being defensive |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of other.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Captures complex issues clearly and concisely Conveys alternative viewpoints Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience | <ul style="list-style-type: none"> Supports others to take personal responsibility to deliver excellent customer service Demonstrates competencies from previous levels |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Engages effectively with general public Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Speaks effectively on service delivery matters to the media | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | |

| Management | | | | | |
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| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Effectively influences senior management | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Uses influence to achieve objectives | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>2. People Management and Empowerment The ability to harness the skills and expertise of staff within their unit to achieve the municipality's goals in the most efficient and effective manner, giving consideration to performance, skills, productivity, conflicts and capabilities.</p> | <ul style="list-style-type: none"> • Understands the need for productivity, delivery and performance | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Seeks opportunities to increase personal contribution and level of responsibility • Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Assigns clearly defined tasks to subordinates • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient • Identifies and harnesses talented employees | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Knowledge of labour and employment legislation and regulations • Able to manage and own time as well as time of colleagues and other stakeholders • Provides opportunities that will enhance a more diverse workforce and equal access to development for all people in the designated groups • Assists in the recruiting, developing and retention of talented staff | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4. • Gives direction to the team in realising the municipality's strategic objectives • Delegates and empowers others to increase contribution and level of responsibility and accountability • Applies labour and employment legislation and regulations consistently • Facilitates team goal setting and problem solving • Recognises individuals and teams and provides |

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| <p>3. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit across boundaries in departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <p>developmental feedback in accordance with performance management principles</p> <ul style="list-style-type: none"> Deals with labour matters Identifies competencies required and suitable resources for specific tasks Displays personal interest in the well-being of colleagues Manages conflict through a participatory transparent approach |
| <p>4. Direction Setting The ability to create a clear sense of common purpose</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> • Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> • Good at establishing clear direction | <ul style="list-style-type: none"> • Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team • Provides a clear sense of purpose and focuses on successful completion of objectives • Organises resources and inspires others towards focused performance | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>5. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Understands requirements for professional development | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the municipality • Understands municipality' needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| | | | of staff | <ul style="list-style-type: none"> individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | |
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17. GIS AND GEOSCIENCE

| | 1 | 2 | 3 | 4 |
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| LEVELS | | | | |
| TYPICAL CAREER STREAM (These are a guide and therefore not limited.) | GIS Operator / GIS Analyst / Geomatics Technician | Senior GIS Analyst Technician/Technologist Senior Geomatics Technician | Principal GIS Analyst Technologist / Principal Geomatics Technician | Head of GIS, GIS Manager Head Geomatics / Geomatics Manager |
| REGISTRATION | N/A | Registration as GISc Technician/Technologist with SAGC (membership with SAGI or GISSA should be encouraged) Registration optional | Registration as GISc Technologist with SAGC (membership with SAGI or GISSA should be encouraged) Registration optional | Registration as GISc Professional with SAGC (membership with SAGI or GISSA should be encouraged) |
| KNOWLEDGE | Applies basic concepts and knowledge to aspects within the GIS discipline. Assists the senior GIS Analyst in functions such as data capture, data manipulation, spatial modelling, data management, map production etc. with appropriate supervision | Applies a body of theoretical knowledge to an aspect within the GIS discipline and provides specialist advice to clients. Assists the Technologist with functions such as data capture, data manipulation, spatial modelling, data management, map production etc. | As per previous level and performs the full range of activities within the discipline or functional area within the GIS discipline. Could supervise a number of staff and/ mentor other professionals | As per previous level. Manages a team of senior professionals. |
| EXPERIENCE | Between 1 and 2 years' relevant experience required | Between 2 and 5 years' relevant experience required | Between 5 and 8 years' relevant experience required | Between 5 and 8 years' relevant post qualifying experience covering all aspects of the geomatics function. |

| QUALIFICATION | A relevant professional qualification | A relevant professional qualification | A relevant professional qualification | A relevant professional qualification |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| | FUNCTIONAL / PROFESSIONAL | | | |
| 1. Data Capture Collecting, capturing and exchanging data from various formats and sources. | <ul style="list-style-type: none"> Demonstrates knowledge of capture methods for primary spatial data. Develops a basic understanding of GIS data structures for data acquisition. Understands data quality and metadata. Able to capture geo-information from secondary data sources Demonstrates knowledge of sources for spatial data. Demonstrates basic understanding of GPS data. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to assess fitness for use of spatial data. Able to use field data capture devices. Able to capture geo-information from secondary data sources. Supervises the capture of geo-information from secondary data sources Plans and checks the capture of geo-information from secondary data sources. Demonstrates knowledge of sources for spatial data. Demonstrates basic understanding of GPS data. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates a thorough knowledge of GIS/GPS technology. Creates a standard operating procedure for geo-information data capture. Captures spatial data for Geographical Information System (GIS) using a single-phase Global Navigation Satellite System (GNSS) Understands issues that influence the quality of data. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ensures compliance with SDI in terms of metadata Ensures compliance to corporate spatial standards and workflow. |
| 2. Data Exchange Manipulate, Analyse and visualise the data to meet the stated requirement. | <ul style="list-style-type: none"> Understand various spatial and attribute data transfer formats Select a map projection and transform data between projections or ellipsoids | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Collect and capture metadata for spatial data. Understand spatial data transfer protocols Understand concepts and processes of data conversion. Perform data generalisation and aggregation. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Perform life-cycle management of spatio-temporal data. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ensures compliance with SDI in terms of metadata Ensures compliance to corporate spatial standards and workflow. |

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| <p>3. Database Design & Management The ability to manage, design and implement databases.</p> | <ul style="list-style-type: none"> • Demonstrates an understanding of computer database management systems • Develop simple SQL queries. • Be aware of the principles of spatial data in database • Develop simple local personal database e.g. file geo database, etc. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates an understanding of general database theory. • Design and develop a simple database. • Use the SQL language to create, modify, query and manage a database application • Design a database for inclusion of spatial components. | <ul style="list-style-type: none"> • Assess fitness for use of spatial data | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Design and develop a database application. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |
| <p>4. Professional Practice The ability to operate as a GISc professional within own discipline and within the context of the municipality and other professions toward a holistic solution.</p> | <ul style="list-style-type: none"> • Apply efficient time management to the work of a department/division/section • Manage a work process. • Respond to a request for proposal • Adheres to the Geomatics Professions Act 19 of 2013 • Spatial Data Infrastructure Act, Deeds Registry Act and Access to Information Act • Adhere to Municipality of Cape Town policies and standards | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Develop, implement and manage a project or activity plan. • Participate in the clarification of issues regarding a consulting engagement • Adhere to Best Practice guidelines, | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes • Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division • Oversee the professional execution of daily functions • Evaluate and apply the processes of planning and control as it relates to corporate strategy, budgeting, pricing decision, standard costing and decentralised control. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Customise a generic GIS to an | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |
| <p>5. GIS Systems and Software Ability to utilise GIS systems and software and adapt them to the specific</p> | <ul style="list-style-type: none"> • Complete an original, basic GIS project under supervision • Apply basic | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates GIS Software | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Customise a generic GIS to an | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |

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| task at hand. | Geographic Information System (GIS) software functions | skills with advantaged GIS tools | individual specification Able to operate additional computer software packages if required | |
| 6. Image Analysis The ability to process remote images via computers: image processing, physical principles of remote sensing, spatial statistics, prediction and simulation. | <ul style="list-style-type: none"> Understand the basic principles of Remote Sensing Imagery. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates a capability of visual image interpretation of the real world Administer the image acquisition process Analyse the effect of damage on imagery Analyse an image acquired by an active sensor Understand and apply the process of image mosaicking. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Design Geographical Positioning Systems/Geographical Navigation Satellite Systems assisted photography Understand the basic principles of Remote Sensing Imagery. Acquire Remote Sensing Imagery Investigate and interpret the theory relating to remote sensing including aerial cameras Collate information into a structured image analysis report | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |
| 7. Spatial Awareness Visual perception, graphical, cartographic communication (including information sense-making, information use and information-knowledge transformation) | <ul style="list-style-type: none"> Work with map projections. Demonstrates an understanding of the basic principles of spatial data. Demonstrates an understanding of topology for storing spatial data | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates an ability to read maps. Understand data relationships and how to deal with spatial queries Awareness of spatial queries, joins and relationships | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Select a map projection for cartographic design and production. Demonstrates an understanding of the basic principles of spatial data and data relationships | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |
| 8. Spatial Analysis The ability to perform spatial and hybrid queries and build cartographic models. | <ul style="list-style-type: none"> Perform basic spatial and hybrid queries under supervision. Understand concepts and theory of networks | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Process and or create simple cartographic models under supervision Demonstrates a basic understanding of spatial modelling in GISc. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Build automated standard data queries between data sets | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |

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| | <ul style="list-style-type: none"> Perform spatial error analysis Understand concepts and theory of cartographic modelling. Perform basic 2.5D vector surface queries under supervision. Perform basic queries of existing networks under supervision. Understand concepts and theory of networks. Create Schematic Diagrams | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Apply the principles of creating a computer program using a procedural programming language in a GUI environment Apply the principles of creating a computer program using an OOP language in a GUI environment Apply the principles of creating a computer programs containing advanced algorithms using a procedural programming language | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |
| <p>9. Information Technology Ability to use information technology principles and techniques to build programmes within the GIS environment.</p> | <ul style="list-style-type: none"> Apply the principles of resolving problems for single-user and multi-user computer operating systems | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Apply the principles of Computer Programming Describe the difference between programming in object orientated and Procedural languages Create database access for a computer application using structured query language | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Work with and editing of map projections Select a map projection for cartographic design and production Read hard copy maps Demonstrates an understanding of |
| <p>10. Spatial Awareness Visual perception, graphically, cartographic communication (including information sense-making, information use and information-knowledge transformation)</p> | <ul style="list-style-type: none"> Understanding of map projections Demonstrates an understanding of the basic principles of spatial data Demonstrates an understanding of topology for storing spatial data Understand data | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates an ability to read maps Demonstrates an understanding of the basic principles of spatial data Working with map projections Demonstrates an understanding | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 |

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| | <p>relationships and how to deal with spatial queries</p> | <p>of topology for storing spatial data</p> | <p>the basic principles of spatial data and data relationships</p> <ul style="list-style-type: none"> • Demonstrates an understanding of topology for storing spatial data • Awareness of spatial queries, joins and relationships | |
| <p>11. Consultancy Services This competency relates to the provision of consultancy services to a range of different clients from project inception to completion. Consultancy occurs in the areas of GIS, land management and Geomatics.</p> | <ul style="list-style-type: none"> • The types of problems, risks and issues that may arise during each phase of the consultancy cycle • The importance of agreeing a clear contract with clients • The need for the planning, timing and managing of consultancy interventions • Managing the use of resources • Managing client expectations • Forms of reporting • Importance of confidentiality when dealing with sensitive information • Be able to articulate complex methodologies into layperson/other professional language | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Preparing consultancy service plans • Preparing client briefs • Update reports to clients • Negotiating client contracts • Dealing with ethical dilemmas • Keeping appropriate records | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Providing reports containing strategic advice and recommendations to a range of clients • Presenting to clients • Implementing consultancy intervention • Building of an external relations and partnership framework | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |
| <p>Functional competencies for the geomatics stream</p> | | | | |
| <p>1. Geo-Spatial Data Collection Collection of data relating to the earth's surface by using various data capture techniques including LIDAR, IFSAR, aerial photography and other primary</p> | <ul style="list-style-type: none"> • Full awareness of data capture techniques and the knock on effects regarding accuracy and precision | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • A good understanding of error sources, probability and statistical analysis according to | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Explaining complex mapping/surveying issues to clients | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |

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| <p>data capture techniques to ground control using GPS and/or traditional techniques.</p> | <ul style="list-style-type: none"> Understanding the issues around visual representation of spatial data and its relationship with data capture techniques Understand scalability, fitness for purpose and accuracy constraints Use data capture instrumentation and technology and use checking techniques Understand data quality and checking criteria | <ul style="list-style-type: none"> Your area of practice Being fully conversant with modern GPS, survey instrumentation, LIDAR and Aerial Imaging Sensors Using survey industry standard software, photogrammetry systems and post processing techniques Being conversant with the concept of 3D building modelling | <ul style="list-style-type: none"> Responding to client needs appropriately Being fully conversant with all Geomatics specifications and guidance according to your area of practice Understanding survey contracts and specifications (in conjunction with senior colleagues) | |
| <p>2. Land Surveying This competence covers aspects of both topographic and engineering surveying. It involves the collection, processing, analysis and dissemination of geospatial data.</p> | <ul style="list-style-type: none"> Collecting and quality controlling spatial data for control networks and/or topographic detail surveys Collecting and/or manipulate data for a specific use within a Geographic Information System Staking out spatial data for engineering applications using modern survey instrumentation Undertake precise leveling surveys | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to be responsible for and ensure that survey equipment is fully calibrated, and understanding the importance of calibration methods and the relationship to data quality Undertaking post-process GNSS observations and performing adjustments within a network Performing datum transformations and understanding the relationship between local datum and global datum's such as WGS84 Being involved in project initiation and execution as Senior Surveyor including | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Assuming full responsibility for the initiation of a survey in accordance with the approved project specific and standard survey procedures, customer requirements and technical specifications Sourcing, managing and assessing survey contractors performing work on behalf of the municipality Advising clients on national legislation and its influence on survey activities Installing precise survey control networks according to engineering requirements Planning and undertaking of deformation analysis projects | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 |

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| <p>3. Measurement of Land and Property Data capture and surveying/measurement of land. Relating to land survey, cadastral survey and measured building survey.</p> | <ul style="list-style-type: none"> • Be aware of all checking procedures and be able to ascertain the suitability of different instrumentation and measurement techniques • Understand the principles of error sources • Understand data capture techniques and limitations of use • Understand and use different basic survey instrumentation (EDM's, automatic levels, lasers, etc.) • Understand the principles of data representation and the use of appropriate data capture techniques to achieve survey output • Understand principles of Bench Marks, Reference | <ul style="list-style-type: none"> • assessment of survey requirements, equipment specifications and suitability • Conducting engineering surveys to, provide dimensional control, setting out and QA checks for the construction industry • Being fully conversant with modern survey instrumentation and understand quality control measures | <ul style="list-style-type: none"> • Monitoring of building and structural movements according to specific time lines | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Being fully conversant with all Geomatics specifications and guidance and other guidance as appropriate • Undertaking boundary relocations • Undertake stake-out surveys in relation to cadastral boundaries • Understand basic principles relating to sectional title plans and Land Surveyor Certificates • Appreciating all legislative issues such as health and safety • Advising an appropriate data capture techniques • Explaining complex survey data capture techniques and terminology to clients • Describing the principles of meta data and property data information and compatibility |
| | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Using advanced data capture instrumentation such as reflectorless EDM, GPS, handheld GIS data capture tools, etc. • Understanding the principles of measured building surveying and its outputs • Understanding the differences between different data capture techniques and their fitness for purpose • Producing final output and utilising post processing techniques • Understand implications of servitudes • Understand basic relationship between cadastral and deeds records • Understanding specifications | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Being fully conversant with all Geomatics specifications and guidance and other guidance as appropriate • Undertaking boundary relocations • Undertake stake-out surveys in relation to cadastral boundaries • Understand basic principles relating to sectional title plans and Land Surveyor Certificates • Appreciating all legislative issues such as health and safety • Advising an appropriate data capture techniques • Explaining complex survey data capture techniques and terminology to clients • Describing the principles of meta data and property data information and compatibility | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Being fully conversant with all Geomatics specifications and guidance and other guidance as appropriate • Undertaking boundary relocations • Undertake stake-out surveys in relation to cadastral boundaries • Understand basic principles relating to sectional title plans and Land Surveyor Certificates • Appreciating all legislative issues such as health and safety • Advising an appropriate data capture techniques • Explaining complex survey data capture techniques and terminology to clients • Describing the principles of meta data and property data information and compatibility | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |

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| | <ul style="list-style-type: none"> Marks, Block Corners, TSIs and Trig Beacons Understand basic information on Diagrams and General Plans | <ul style="list-style-type: none"> Full awareness of data capture techniques and the knock on effects regarding accuracy and precision Awareness of instrument checking techniques Awareness and understanding of the basic principles of geodesy and its application to mapping according to your area of practice Knowledge and use of basic survey software | <p>and regulations</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Using post processing survey/mapping software competently Using and editing of digital terrain models, digital elevation models and 3D models Capturing and editing of 3D building models Understanding the principles of data integration and compatibility, integrating different data sets to achieve client needs Understanding scalability in the context of both mapping and user requirements Using imagery software and GIS data capture tools | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Using all forms of survey/mapping/imagery contracts competently and describing the nuances of each (i.e. accuracy/fitness for purpose issues) Being fully conversant with the production of digital terrain models, digital elevation modelling and data integration techniques (overlying OS map layers with surveyed topographical data for example) Being fully conversant with all Geomatics specifications and guidance in relation to mapping Explaining complex mapping issues to clients and discerning their 'actual' needs | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 |
| <p>4. Geo-Spatial mapping & modelling The production of digital evaluation models, digital terrain models, 3D modelling or any form of geographical output including GIS data capture and output.</p> | <ul style="list-style-type: none"> Understanding the principals of photogrammetry Camera geometry – scales, precision, ground sample distance Properties of photography – principal point, radial properties | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Interpreting of specifications Setting up equipment – resolving interior and exterior orientations Providing ground control – aerial triangulation Digital Surface Modelling – | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Providing of reasoned advice on tenders and contracts Comparing and advising on benefits of alternative methodology Project design and drafting of quality plans and method | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 | |
| <p>5. Remote Sensing & Photogrammetry Using photographs and digital imagery to provide information about the Earth's surface and changes which occur within the landscape; making precise measurements on the imagery to model, in three dimensions, the landscape and features or structures on</p> | | | | | |

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| <p>the Earth's surface.</p> | <ul style="list-style-type: none"> • Conducting Photogrammetric measurements (2D or 3D) from photographs or imagery stored electronically • Understanding the basic principles of remote sensing • Sensors – geometric characteristics • Image processing • Understanding the types of imagery, the source of acquisition, and their practical application • Remote sensed data – infra-red, panchromatic, colour, thermal • Stereo photography and the requirements to achieve 3D measurement • Oblique photography • Ortho-photography (true, Ortho-rectified, Geo-rectified) • Demonstrates a capability to perform visual image interpretation of prescribed aspects of the real world • Analyze the effect of damage on imagery • Analyze an image acquired by an active sensor | <p>techniques</p> <ul style="list-style-type: none"> • 3D data capture • Collate information into a structured image analysis report | <p>statements</p> <ul style="list-style-type: none"> • Project and contract management • Producing reports, error detection and analysis • Administer the image acquisition process • Understand and apply the process of image mosaicing • Investigate and interpret the theory relating to remote sensing including aerial cameras | |
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| <p>6. Spatial Awareness Visual perception, graphicacy, cartographic communication (including information sense-making, information use and information-knowledge transformation)</p> | <ul style="list-style-type: none"> • Understanding of map projections • Demonstrates an understanding of the basic principles of spatial data • Demonstrates an understanding of topology for storing spatial data • Understand data relationships and how to deal with spatial queries | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates an ability to read maps • Demonstrates an understanding of the basic principles of spatial data • Working with map projections • Demonstrates an understanding of topology for storing spatial data | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Work with and editing of map projections • Select a map projection for cartographic design and production • Read hard copy maps • Demonstrates an understanding of the basic principles of spatial data and data relationships • Demonstrates an understanding of topology for storing spatial data • Awareness of spatial queries, joins and relationships | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |
| <p>7. Consultancy Services This competency relates to the provision of consultancy services to a range of different clients from project inception to completion. Consultancy occurs in the areas of GIS, land management and Geomatics.</p> | <ul style="list-style-type: none"> • The types of problems, risks and issues that may arise during each phase of the consultancy cycle • The importance of agreeing a clear contract with clients • The need for the planning, timing and managing of consultancy interventions • Managing the use of resources • Managing client expectations • Forms of reporting • Importance of confidentiality when dealing with sensitive information | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Preparing consultancy service plans • Preparing client briefs • Update reports to clients • Negotiating client contracts • Dealing with ethical dilemmas • Keeping appropriate records | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Providing reports containing strategic advice and recommendations to a range of clients • Presenting to clients • Implementing consultancy intervention • Building of an external relations and partnership framework | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |

| Public service orientation | | | |
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| | <ul style="list-style-type: none"> Be able to articulate complex methodologies into layperson/other professional language | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Accurately captures others expectations, ideas and concerns Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skillfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior |

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| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Engages effectively with general public | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Professional in interaction with general public and stakeholders • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints | <p>levels</p> <ul style="list-style-type: none"> • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the client's issues and seeks information about their current and future requirements • Supports others to take personal responsibility to deliver excellent customer service | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Takes specific and sustained action to implement the client service vision • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.) | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates personal commitment to the client service vision through own actions and attitudes • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. |
| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from |

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| <p>in others and be able to influence others effectively.</p> | <p>professional</p> | <ul style="list-style-type: none"> Commands respect from peers and managers | <ul style="list-style-type: none"> Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <p>level 1 to 3.</p> <ul style="list-style-type: none"> Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team Shows consideration towards others Able to work in a multi-disciplinary team Shows initiative and confidence in dealing with others Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team |

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| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing • Actively renews own personal skills and applies them in a productive way in the work environment | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Understands requirements for professional development of staff | <ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives • Organises resources and inspires others towards focused performance |
| | | | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the Understands municipality' needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to | |

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| | | | | handle situations <ul style="list-style-type: none"> Ensure all registered personnel comply with the Continual Professional Development (CPD) requirements |
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18. HEALTH: PHARMACY

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) | Operational Manager Pharmacy | Manager Pharmacy | | |
| KNOWLEDGE | Knowledge of latest legislation pertaining to pharmaceutical services | Knowledge of latest legislation pertaining to pharmaceutical services | | |
| EXPERIENCE | Relevant 2 to 3 years' experience | Relevant 5 years' experience | | |
| QUALIFICATION | B Pharmacy Degree Registration with the Health Professional Council | B Pharmacy Degree Registration with the Health Professional Council | | |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Communication The capacity to listen attentively, grasp issues, present information in a clear | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of | | |

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| <p>manner and respond appropriately to verbal and written communication of others.</p> | <p>the issues at hand in the environmental health sector and the regulatory statutes</p> | <p>the issues at hand in the environmental health sector and the regulatory statutes</p> | | |
| <p>2. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p> | <ul style="list-style-type: none"> • Demonstrates an understanding of how the utilisation works. • Is aware of the municipality's goals and objectives. • Is diplomatic and tactful | <ul style="list-style-type: none"> • Demonstrates an understanding of how the utilisation works. • Is aware of the municipality's goals and objectives. • Is diplomatic and tactful | | |
| <p>3. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems • Knows when to refer problems to superior for resolution. • Shows initiative in suggesting possible solutions to certain problems | <ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems • Knows when to refer problems to superior for resolution. • Shows initiative in suggesting possible solutions to certain problems | | |
| <p>4. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> • Manages the assigned tasks to the agreed standards and meets deadlines • Uses time effectively and remains focused – does not become easily distracted • Prioritises activities effectively to ensure that tasks are completed within schedule • Ensures work is accurate and complete | <ul style="list-style-type: none"> • Manages the assigned tasks to the agreed standards and meets deadlines • Uses time effectively and remains focused – does not become easily distracted • Prioritises activities effectively to ensure that tasks are completed within schedule • Ensures work is accurate and complete | | |
| <p>5. Financial Management Drives optimisation of financial</p> | <ul style="list-style-type: none"> • Coordinate payment to the service providers and from | <ul style="list-style-type: none"> • Coordinate payment to the service providers and from the | | |

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| <p>management of the municipality through use of standard operating procedures.</p> | <ul style="list-style-type: none"> the communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act | <ul style="list-style-type: none"> communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act | | |
| <p>6. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p> | <ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct data analysis | <ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct data analysis | | |
| <p>7. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p> | <ul style="list-style-type: none"> Demonstrates computer literacy and is competent in a number of software packages relevant to the role Understands the operating instructions for the relevant technology (both hardware and software) utilised in the department | <ul style="list-style-type: none"> Demonstrates computer literacy and is competent in a number of software packages relevant to the role Understands the operating instructions for the relevant technology (both hardware and software) utilised in the department | | |
| Service Delivery Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to</p> | <ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance | <ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance | | |

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| achieve municipal goals. | enforcement related to the pharmaceutical services | enforcement related to the pharmaceutical services | | |
| 2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality. | <ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders | | |
| 3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner. | <ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication with clients regarding mutual expectations Corrects problem promptly, without being defensive Supports others to take personal responsibility to deliver excellent customer service | <ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication with clients regarding mutual expectations Corrects problem promptly, without being defensive Supports others to take personal responsibility to deliver excellent customer service | | |
| Management | | | | |
| 1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals. | <ul style="list-style-type: none"> Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant pharmaceutical services, guidelines norms and standards relevant to the pharmacy | <ul style="list-style-type: none"> Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant pharmaceutical services, guidelines norms and standards relevant to the pharmacy | | |
| 2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively. | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and | | |

| | subordinates | subordinates | subordinates |
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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Implement a performance management system to measure compliance with service delivery plans Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Implement a performance management system to measure compliance with service delivery plans Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Implement a performance management system to measure compliance with service delivery plans Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Managing the operations of Staff to ensure that service delivery is provided in a productive manner | <ul style="list-style-type: none"> Managing the operations of Staff to ensure that service delivery is provided in a productive manner | <ul style="list-style-type: none"> Managing the Staff to ensure that service delivery is provided in a productive manner |

19. HUMAN RESOURCES

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> | <ul style="list-style-type: none"> Assistant Human Resources Officer Assistant Human Resources Practitioner Assistant Human Resources Consultant | <ul style="list-style-type: none"> Human Resources Practitioner Human Resources Officer Human Resources Consultant Coordinator ETD | <ul style="list-style-type: none"> Senior Human Resources Officer Senior Human Resources Practitioner Senior Human Resources Consultant OHS Coordinator | <ul style="list-style-type: none"> Principal Human Resources Officer Principal Human Resources Practitioner Human Resources Business Partner Human Resources Manager |

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| QUALIFICATION | An appropriate 3 year Human Resources professional qualification | An appropriate 3 year Human Resources professional qualification | An appropriate 3 year Human Resources professional qualification | An appropriate 3 year Human Resources professional qualification |
| KNOWLEDGE | <ul style="list-style-type: none"> Applies basic concepts and knowledge to the Human Resources function. Works in conjunction with a Human Resources Officer/ Practitioner/Consultant in facilitating processes, liaison with clients, and preparing reports and information. Work is closely monitored while still developing proficiency in the Human Resources discipline. | <ul style="list-style-type: none"> Applies a body of theoretical knowledge either broadly or to a specific aspect of the Human Resources function. Facilitates the implementation of programs, processes and systems. Prepares reports. Works in conjunction with a Senior Human Resources Professional. Provides specialist advice to clients. Work is monitored and while proficiency has been developed and is currently gaining experience. | <ul style="list-style-type: none"> Performs the full range of Human resources activities within a functional area or more generally within the Human Resources discipline. Could supervise a number of staff and/or mentor other Human Resources Professionals. Activities are typically complex; they apply complex analysis to divergent problems with an emphasis on analysis. Often involved in and could lead projects and provide advice or information of a specialist nature. Applies an integrated body of knowledge. Could be a specialist or a generalist. | <ul style="list-style-type: none"> Plays a wide ranging research, problem solving, design and standard setting role and/or more focused research problem solving role. Participates in, plans and leads projects. Supervises and/or coordinates Human Resources staff. High level specialist/consultant or project leader within Human Resources |
| EXPERIENCE | Up to 2 years relevant experience required | Between 2 and 5 years relevant experience required | Between 5 and 8 years' relevant experience required | 8 years or more relevant experience covering a broad range of human resources functions |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Consulting The ability to understand stakeholder needs and dynamics and to build capacity within the target audience through the ability to listen attentively, grasp issues, present information in a | <ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant to projects Shows confidence in engaging with internal and external stakeholders Communicates effectively | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Responds to questions with accurate and complete answers Understands stakeholder decision making structures and processes and designs | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Adapts communication content and style and body language according to the audience Delivers messages in a manner that gains support, commitment and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Balances political, personal and societal views with municipality' needs when communicating differing |

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| <p>clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Accurately captures details of meetings and proceedings for formal record | <ul style="list-style-type: none"> • consultation forums accordingly • Displays thorough knowledge of subject matter and is able to communicate at various levels. • Is well organised and ensures that all logistics associated with the consultation process are addressed • Listens well and is receptive and encourages participation and mutual understanding | <p>agreement</p> <ul style="list-style-type: none"> • Communicates controversial, sensitive messages to stakeholders tactfully • Ability to read situations, understand interests, positions taken and to respond appropriately • Able to secure, manage and design large scale interventions | <p>viewpoints on complex issues;</p> <ul style="list-style-type: none"> • Displays thorough understanding of subject matter, risks, stakeholder dynamics and consultation processes and methodologies. • Uses language and style to capture the attention of the audience • Capable of effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties |
| <p>2. Change Management The ability to facilitate changes in technology, human behaviour and processes with minimal cost and disruption to the department; in a manner that enhances and ensures achievement of departmental objectives.</p> | <ul style="list-style-type: none"> • Able to understand the change drivers and can clarify issues and provide direction in simple change management process. • Provides assistance with the initiation and management of change processes that have a low risk and impact in a localised context (sections, departments) • Assists in brainstorming ways of minimising the resistance to change and makes appropriate recommendations • Communicates the need for change in the change | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Ability to understand the change drivers, the complexities and contradictions associated with the change and provide clarity to those affected by change • Understands the municipality' dynamics and establishes appropriate change management structures to facilitate efficient implementation • Builds partnerships and positive working relationships with line management in the implementation of change • Communicates change effectively and facilitates acceptance and buy-in of change | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Plans, organises and leads the initiation and prioritization of change processes • Able to implement complex change management programmes, minimising risk and resistance without unduly impacting on the performance of individuals and the municipality. • Displays intuition / understanding in identifying individuals, stakeholders or issues that may impact on the implementation of change processes • Understands the change processes and facilitates the development of change management frameworks, methods, implementation plans and training of change agents | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Has thorough knowledge of human and municipality' behaviours and applies this knowledge in the design and implementation of strategies, frameworks, methods for complex change programmes • Sponsors "change agents" and creates a network of leaders who support and own the change • Ensures that Change Management interventions remain effective, even in conditions of change fatigue |

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| <p>3. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.</p> | <ul style="list-style-type: none"> process effectively and promotes changes as an opportunity rather than a threat Shows empathy in dealing with individuals struggling to overcome resistance to change | <ul style="list-style-type: none"> initiates, interventions and programs by all stakeholders in the municipality Implements the identified change interventions and priorities within the municipality and builds capacity of line managers to implement strategic change in their functional areas Able to analyse change, identify the risks and resistance to change and formulate interventions to minimize their impacts on change processes | <ul style="list-style-type: none"> Able to equip employees and line management with the tools to respond positively to the change Able to monitor the impact of change and take corrective action where necessary | <ul style="list-style-type: none"> Able to align change management activities with other initiatives Ability to ensure that there is active involvement by leadership to Demonstrate a sense of ownership |
| <p>3. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.</p> | <ul style="list-style-type: none"> Understands how the Human Resources Department functions Basic knowledge about the municipality Basic industry knowledge Knowledge of the municipality's priorities and goals Operates within the municipality's policies and procedures Applies sector policies and legislation in undertaking tasks Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and internalizes the municipality's priorities and goals In-depth knowledge of municipality's policies and procedures Knowledge and understanding of the municipality's functional directorates Understands priorities, goals and issues of local government Understands local government policies and legislation In-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the municipality's specific goals and priorities Aligns annual/quarterly plans with municipality goals and objectives Knowledge of the municipality's functional directorates and understands integration across these directorates In-depth knowledge of municipal legislation, policy, practice and code of conduct Contributes HR related information toward addressing the municipality's service delivery challenges | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Contributes to shaping the municipality's and local government specific goals and priorities Knowledge of the municipality's functional directorates/departments and understands strategic integration across these In-depth knowledge of the municipality's challenges in delivering municipal services |

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| <p>4. HR Technology / Information Management The effective utilisation of technological applications and platforms that makes information both accessible and accurate, providing HR and line management with the knowledge and intelligence required for more effective decision making.</p> | <ul style="list-style-type: none"> Analyse existing information and provides information on trends Shows an ability to translate data into meaningful information; shows attention to detail Demonstrates logical consequential thinking Shows an ability to access basic information on the HR Information System Demonstrates an awareness of how HR systems can be used to enhance the HR deliverables within the municipality | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Ability to make use of technologies to best advantage Analyse client needs and produce reports to meet client requirements Analyse and interprets data and produces reports for incorporation into processes Tracks trends and provides insight into HR processes Develops standard-operating procedures for systems. Determines technical specifications for system requirements Anticipates events, situations and incidents that may impact on the operation of the system | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identifies and designs shared solutions to leverage technology investments Able to consolidate and rapidly extract HR information in real time to deliver effective presentation of HR information to support planning, decision-making and management of the workforce with full knowledge of the people risk. Analyse business need and continuously evaluates the effectiveness of information systems to meet the business requirements Ensures the IT systems are aligned to facilitate monitoring, evaluation and report on HR processes Displays an in-depth understanding of HR Information System, its applications and capabilities. Provides an advisory service to line management Displays creativity in the presentation of data to meet client requests | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Enables the effective implementation of change and improvements to the technology solutions to ensure they remain continually aligned with the municipality's objectives Monitors trends and developments with regards to information systems and shows an ability to consider implications and consequences for the municipality Keeps abreast of latest developments within HR Information System and any new HR applications Monitors processes and identifies potential shortcomings of current systems/processes - makes recommendations to alleviate issues Identify the HR information that must be maintained to support organizational decision-making. |
| <p>5. HR Service Delivery The adequate provision of HR</p> | <ul style="list-style-type: none"> Displays an adequate understanding of the roles | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 |

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| <p>Services meeting the needs of the organization and its employees which enables delivery of organizational goals and targets.</p> | <p>and responsibilities of HR within the municipality</p> <ul style="list-style-type: none"> Understand the links between people, systems, practices and policy and how this contributes to municipality success | <ul style="list-style-type: none"> Ensures that clients are provided with accurate and up-to-date information in relation to HR so that their function can be managed effectively Establishes relevant communication channels with both management and employees to address relevant HR Service Delivery matters Provides professional oversight and guidance with regard to HR policy and procedures | <ul style="list-style-type: none"> Provides independent professional oversight and guidance with regard to HR policy, strategy and organizational people practices Ensures a user friendly mechanism for understanding, promoting and ensuring compliance with all appropriate HR legislation Designs, implements and reviews HR procedures Provides input in the development of HR policies Demonstrates applied understanding, and manages the link and integration between operational imperatives and HR practice and policy to meet municipality' strategic objectives | <p>to 3.</p> <ul style="list-style-type: none"> Ensures sustainability of HR practices within the municipality Plans and implements HR Service Delivery in line with the municipality's internal and external operating environment, business and capability needs for today and the future. Supports the effective management of human resources in the municipality by means of effective HR Service Delivery model and system Establishes functional standards for accurate HR record-keeping and administration Measures employee engagement and satisfaction with the delivery of HR services Designs, implements and reviews HR policies |
| <p>6. Strategic HR Management The systematic approach to developing and implementing long-term HRM strategies, policies and plans that enable the organization to achieve its objectives.</p> | <ul style="list-style-type: none"> Not required at this level | <ul style="list-style-type: none"> Not required at this level | <ul style="list-style-type: none"> Manages the execution of HR strategies | <ul style="list-style-type: none"> Develops and ensures that the HR Strategy is aligned to the municipality's objective Execute HR strategies that enhance the value of the human resources within the organization |

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| <p>7. Talent Management The proactive design and implementation of a talent-driven business strategy directed to attracting, deploying, developing, retaining and optimising the appropriate talent requirements as identified in the workforce plan.</p> | <ul style="list-style-type: none"> Displays a basic understanding of talent management and the integration of its various components | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays an in-depth understanding of talent management and the integration of its various components and has the ability to advise line departments on roles and responsibilities in terms of talent management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to utilise the various components of the integrated talent management strategy to enable the optimisation of talent within departments | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to proactively implement and continuously provide input into the integrated talent management strategy thus attracting, deploying, developing, retaining and optimising municipality talent Agrees on appropriate roles for all stakeholders in the development and management of talent Monitors and reports on talent management key results areas and indicators |
| <p>8. Workforce Planning The systematic identification and analysis of municipality' workforce needs culminating in a workforce plan to ensure sustainable municipality' capability in pursuit of the achievement of its strategic and operational objectives.</p> | <ul style="list-style-type: none"> Displays an understanding of Workforce Planning and all components thereof | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides input in the compilation of a Workforce Plan Able to identify the characteristics of desirable potential employees Advises on career planning processes and programs Understands the concepts of scarce and critical skills and their implications for the effective functioning of the sections | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Facilitates the development of Workforce Plan in conjunction with line department Executes a Workforce plan in accordance with sound project management principles Develop career planning processes and programmes Implements enabling interventions to achieve workforce plan Identifies scarce and critical skills that are required for the effective functioning of the department/municipality/municipality | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Implement measures to retain top talent Helps set the strategic direction of the organization Forecasts future talent needs taking into account the direction of the organization, sector and industry, along with general business and demographic factors Aligns the workforce plan with employment value |

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| <p>9. Learning and Development The practice of providing occupationally directed and other learning activities that enable and enhance the knowledge, practical skills and work place experience and behaviour of individuals and teams based on current and future occupational requirement for optimal municipality' development.</p> | <ul style="list-style-type: none"> Provides employees with access to information on learning and development opportunities Analyses training needs and provides a consultative service to line Understands the need for basic literacy training and encourages Adult Education Training where required Provide training administration and logistic service | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Analyses employee development needs and consults with line to formulate appropriate interventions Ensures that training and development initiatives are aligned to personal development plans where applicable Shows initiative in sourcing of potential professional service providers in line with the regulatory framework Monitors the efficiency and effectiveness of training and development programmes | <ul style="list-style-type: none"> Probes issues during exit interviews to establish underlying reasons for employees leaving the municipality and is able to identify policy issues and factors that could be improved to aid staff retention Demonstrates competencies from level 1 and 2. Ensures the design and provision of learning and development interventions are appropriate and integrated Advises and provides consulting services to line managers on career development matters Monitors training budgets and consults with line where necessary Able to inform, advise or convince line management of the importance of continuing development of staff Analyses, compiles and implements the Work Place Skills Plan and ensuing reporting to the LGSETA | <p>proposition and branding</p> <ul style="list-style-type: none"> Assesses the workforce strategy and planning on achieving organizational objectives |
| <p>10. Occupational Health and Safety The ability to assess the needs of the employees and linking that to the municipality's policies on health and safety.</p> | <ul style="list-style-type: none"> Gathers research data on trends within the area of Occupational Health | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Communicates and treats sensitive and controversial information tactfully_and confidentially Able to compile safe work | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Confidently engages and advises line management on ill health and medical and incapacity cases Able to assess the health risks per job category | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3plus Positions learning and development as a catalyst for continuous improvement, change and innovation Champions a continuous learning culture in the municipality Evaluates the impact of learning and development at organizational level Conducts and analyses market research on training and development trends in the relevant employment sectors Is fully conversant with Strategic HR Priorities |

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| <p>11. Compensation and Benefits Management The ability to conduct job evaluation using prescribed methods and systems, in order to establish the essential value of jobs in accordance with the procedure that takes into account the degree of complexity of the content of the job and requirements. Links job evaluation with remuneration and the effective management of benefits and reward through policy, practice and processes.</p> | <ul style="list-style-type: none"> Displays the ability to analyse roles to ensure that job descriptions and job evaluation accurately reflects task and responsibilities Shows strong analytical reasoning Understands profiling and grading systems/tools for entry level posts Implements remuneration and benefits policies fairly and objectively Displays integrity and confidentiality in dealing with sensitive information Displays an awareness of the reward system, policy and/or procedure | <p>procedures for routine work processes</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows strong analytical reasoning Understands and is able to apply profiling and grading systems/tools for entry level posts Assess and analyses posts for middle management to ensure that job descriptions and job evaluation accurately reflects task and responsibilities Has a thorough knowledge of profiling and grading systems/tools for entry level posts Appraises remuneration and benefits applications to ensure compliance with policies Displays an understanding of the reward system, policy and/or procedure | <ul style="list-style-type: none"> Has detailed knowledge of statutory processes related to Occupational Health and Safety Able to complete safe work procedures for complex work processes, plant and equipment Able to conduct legal compliance audits in all work areas | <ul style="list-style-type: none"> Able to identify and analyse challenges with the implementation of Health and Safety and address these challenges appropriately Able to advise on preventative measures and programmes and on transgressions in terms of occupational safety processes |
| | | | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitors and evaluates efficiency and effectiveness of job evaluation/compensation/benefits/rewards processes Able to assess the effectiveness of the organizational structure and identifies opportunities for improvement Integrates reward with other HR practices | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to identify and analyse bottlenecks with existing policy implementation and make recommendation on amendments to bring about improvement Ensures that the municipality's policies (reward/remuneration) is aligned with appropriate legislative, governance and other directive requirements Aligns and integrates reward, recognition and remuneration with other HR practices for optimal impact Benchmarks and reviews reward/remuneration policies, processes and practices at regular |

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| <p>12. Performance Management Performance Management is a planned process of directing, supporting, aligning and improving individual and team performance in enabling the sustained achievement of municipality objectives.</p> | <ul style="list-style-type: none"> Displays a basic understanding of the principles of performance management | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays thorough knowledge of the municipality's performance management system Able to advise employees on performance management system, policy and procedures | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Facilitates the implementation of an appropriate performance management system Ensures that the performance management system is integrated with other HR policies and practices Evaluates the effectiveness of the performance management system Ensures that all staff are aware of the performance management system and process | <p>intervals to ensure relevance and impact</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Advises on the creation and maintaining of a high performance organization culture driving sustainable performance Advises on the development of a performance management strategy and policy for the organization Ensures that the performance management system has a mechanism for dealing with under performance |
| <p>13. Employee Wellness Ensuring that a safe and healthy work environment is created and maintained, together with individual wellness commitment that enables employees to perform optimally.</p> | <ul style="list-style-type: none"> Provides support to peer educators Displays an understanding of basic Wellness programmes | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Promotes awareness of the municipality's wellness policy | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Analyses and identifies risks and trends relating to Employee Wellness and the possible affects it may have on the municipality Aligns the municipality's policies with the National Health and Wellness programmes | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Evaluates the organizational need and set objectives and boundaries for wellness programmes paying particular attention to high risk groups Formulates employee wellness strategy, policies and procedures, fair to all employees, to promote and manage wellness programmes and risks |

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| <p>14. Industrial and Labour Relations The management of individual and collective relationships in a municipality through the implementation of good practices that enable the achievement of municipality objectives compliant with the legislative framework.</p> | <ul style="list-style-type: none"> Understands the disciplinary and grievance procedures Accurately captures details of meetings and proceedings for formal record Displays the ability to focus on the conflict at hand Shows high levels of integrity and confidentiality in dealing with sensitive information | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Analyses and investigates labour relations issues impartially and thoroughly Takes positive action to resolve conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship Is aware of staff issues and prepares background research on issues in preparation for negotiation Facilitates labour consultation on appropriate matters Handles confidential records appropriately and does not share confidential information Utilises terminology and format expected of a legally binding document | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Understands the organization and the political dynamics Engages in problem solving by offering alternative positions and evaluating them openly and fairly Effectively mediates disagreements between others within the organization and diffuses disagreements that are impacting performance Monitors work environment for potential conflicts and acts proactively to prevent them from growing Bargains towards mutually accepted solutions Has an in-depth knowledge of the collective agreements and case laws and is able to apply that knowledge within the municipality Implements effective means for monitoring and evaluating- the relationship between employer and labour | <ul style="list-style-type: none"> Reviews the effectiveness of wellness programmes and interventions in support of operational objectives Demonstrates competencies from level 1 to 3. Conceptualises and formulates labour relations policy Monitors labour relations processes and identifies possible bottlenecks Shows the ability to think long term and to understand the implications and consequences for the municipality of various labour relations issues Is networked at a national and local government level and is able to influence and adopt national policy on subject related matters Is aware of the developments in the bargaining council and advises the municipality on the implications of adoption of resolutions Maintains relationship with labour and implements effective means for monitoring and evaluating the relationship between |
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| Public Service Orientation | | | | employer and labour |
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| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Engage with internal and external stakeholders • Accurately captures others' expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted • Negotiates skilfully in tough situations with both internal and external stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement • Awareness of how people and municipality's function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions accurately and completely | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately • Communicates sensitive or controversial information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively • Uses appropriate language and style to capture the attention of the audience |

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| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Responds to community expectations within financial, technical and capacity constraints within the HR functionality | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community within the HR functionality • Speaks effectively on service delivery matters as required |
| Management | | | | |
| <p>1. Direction Setting The ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Gives direction to team in meeting objectives and deadlines • Defines roles and responsibilities for team members and clearly communicates expectations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides a clear sense of purpose and focuses on successful completion of objectives • Motivates teams to produce quality work within deadline • Inspires professional and ethical behaviour in others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Monitors the management of multiple tasks and balances priorities and conflicts between tasks • Moves others to action by translating objectives and goals into day-to-day activities. • Guides and motivates others to take actions that support the stated goals and objectives. • Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Grasp and articulates municipality's vision and mission and its implications • Maintains a clear focus on the long term goals and considers alternatives • Is forward thinking and produces innovative ideas |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional • Commands respect from peers and subordinates • Settles disputes as quickly and as effectively as possible | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals • Tactfully confronts and corrects others when necessary • Demonstrates calm around adversity • Deals effectively with inter-personal conflict | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Able to make unpopular decisions if it is in the best interests of the municipality • Shows a strength of |

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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Communicates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing • Understands subordinates' limitations • Encourages 'on-the-job' training and the acquisition of new skills | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes • Empowers others and distributes the workload appropriately | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets challenging tasks that stretches individuals abilities and self-confidence • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the municipality • Monitors progress and gives individuals specific feedback on their performance | <p>character maintaining performance under duress and pressure</p> <ul style="list-style-type: none"> • Is called upon to mediate conflicts and disagreements • Demonstrates competencies from level 1 to 3. • Understands municipality' needs and formulates and implements development plans, outlining specific performance measures. • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Mentors and coaches others where appropriate |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Able to manage in a team, working effectively as a team member • Shares information and collaborates easily with others • Creates strong morale/team spirit | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Involves and empowers team in setting and achieving goals • Participates actively as a member of a team to move the team towards the attainment of goals | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages team approach to problem solving • Involves others by listening to and fully involving others in team decisions • Recognises and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members • Builds team spirit and cohesion within the unit | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |

INFORMATION TECHNOLOGY

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> <ul style="list-style-type: none"> • Data Management • Data Centre Management • Enterprise Architecture • ICT Security and Risk • ICT Governance • ICT Service Management <ul style="list-style-type: none"> ➢ Service Strategy ➢ Service Design ➢ Service Transition ➢ Service Operations ➢ Continual Service Improvements • Networks & Telecoms • Software Engineering and Development • Systems Administration • System Analysis and Design • Web Based Technologies | <p>Assistant Business Analyst, Assistant Programmer/Developer Assistant IT professional Assistant Software Engineer Assistant Data Analyst Change Analyst Quality Analyst</p> | <p>Intermediate Business Analyst, SAP Consultant, Developer Programmer, Junior Software Engineer, System Analyst, Data Analyst, IT Risk and Security Analyst, Electronics/ Light Current Engineer, Data Centre Professional, Problem analyst</p> | <p>Senior Senior Business Analyst, Engineer, Senior Developer/Programmer, Senior System Analyst, E Commerce Architect, ERP Applications Development Specialist, Senior Data Analyst, Senior IT Risk and Security Analyst, Senior Electronics Engineer, Senior Data Centre Professional, Data Centre Specialist, Incident & Problem Manager, Service Delivery Manager, Service Desk Manager, Service Level Manager</p> | <p>Management Business Analyst Team Lead, Head: ERP, Head Telecommunications, Head Security and Risk Management, Head: Custom Development, Head: Business intelligence and Spatial planning, Infrastructure Principal Developers and Programmers, Head: Enterprise Management, Data Centre Expert, Head: Service Management</p> |
| | <p>Applies basic concepts and knowledge to aspects within the IT discipline. Assists the senior IT professionals with various IT related functions.</p> | <p>Applies a body of specialist IT knowledge to an aspect within the IT discipline and provides specialist advice to clients.</p> | <p>Performs the full range of activities within the IT discipline or functional area Could supervise a number of staff and/ mentor other professionals</p> | <p>As per previous level. Manages a team of senior professionals. Technical expert within the IT discipline or functional area</p> |
| <p>KNOWLEDGE</p> | | | | |

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| EXPERIENCE | Up to 2 years' relevant experience required | Between 3 and 5 years relevant experience required | Between 5 and 8 years' relevant experience required | 8 years or more relevant post qualifying experience covering all aspects of the Information and technology function. |
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| QUALIFICATION | Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations (Advantageous) | Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations and ITIL Practitioner (Advantageous) | Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations and ITIL Practitioners (Preferred) | Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations and ITIL Practitioners and Managers (Preferred) |
| COMPETENCIES | | | | |
| Functional / Professional | | | | |
| COMPETENCY LEVELS | | | | |
| | 1 | 2 | 3 | 4 |
| 1. Information Strategy Ability to develop strategies for the management and storage of electronic content. | <ul style="list-style-type: none"> Ability to interpret the strategy Ability to interpret and execute an implementation action plan | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Analysis of information structure (including logical analysis of data and meta-data) Overall responsibility for compliance with regulations, standards and codes of good practice relating to information and documentation, records management, information assurance and data protection Ability to interpret and execute an implementation action plan | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Overall management of information, as a fundamental business resource, to ensure that the information needs of the municipality are met Ability to draft an implementation action plan | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Setting of policies for the sourcing and maintenance of data content Development and promotion of the strategy and policies covering the design of information structures and taxonomies Ensure that an implementation action plan is reviewed and aligned to the business strategy and approved |
| 2. Advice and Guidance Ability to provide advice and | <ul style="list-style-type: none"> Provision of advice and assistance on basic areas | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. |

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| <p>guidance on specific aspects of IT.</p> | <p>associated with the effective use of information systems and their environment</p> | <ul style="list-style-type: none"> Provision of advice and assistance in any area associated with the planning, procurement, provision, delivery, management, maintenance or effective use of information systems and their environment | <ul style="list-style-type: none"> Management and provision of expert advice on a specified technical specialism such as a specific technology, technique, method, product or application area. | <ul style="list-style-type: none"> Provides leadership on all aspect associated with ICT |
| <p>3. Business and IT Strategy and Planning Develops plans around security, information assurance and the innovative implementation of strategic information systems.</p> | <ul style="list-style-type: none"> Information Security – Ensuring the compliance of information systems | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Information Assurance – Ensuring protection of systems and information in storage, processing or transit. Research – The advancement of knowledge in one or more fields of information technology by innovation, experimentation, evaluation and dissemination, carried out in pursuit of a predetermined set of research goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Innovation – The capability to recognize and exploit business opportunities provided by IT | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Strategic application of information systems – The development or review of IT strategy to support business goals and the development of plans to drive and manage that strategy Business Risk Management – The planning and implementation of municipality-wide processes and procedures for the management of operational risk |
| <p>4. Technical Strategy and Planning Demonstrates ability to develop technical strategy for the municipality and to plan the rollout of appropriate systems.</p> | <ul style="list-style-type: none"> Ensures that information systems take account of relevant architectures, strategies, policies, standards and practices Ensures that existing and planned systems and IT infrastructure remain compatible Provides assistance on all technical aspects of the | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Enterprise and Systems Architecture – specification of systems architectures, identifying the components needed to meet the present and future requirements of the business as a whole and interrelationships between these components | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Emerging technology monitoring – identification of new and emerging hardware, software and communication technologies, products, methods and techniques Assessment of potential value to the municipality of the above | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Business Continuity management – provision of service continuity planning and support Software development – process improvement – provision of advice, assistance and leadership in improving the quality of |

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| | <p>development or modification of information systems.</p> | <ul style="list-style-type: none"> • Provision of direction and guidance on all technical aspects of the development or modification of information systems. | | <p>software development</p> <ul style="list-style-type: none"> • Facilitation of improvements by changing approach and working practices • Network planning – creation and maintenance of overall network plans encompassing the communication of data, voice, text and image in support of the municipality's business strategy • Methods and tools – ensuring that appropriate methods and tools for the planning, development, operation, management and maintenance of systems are adopted and used effectively throughout the municipality |
| <p>5. Business Change Management Demonstrates sensitivity to change management issues and develops strategies to ensure successful IT implementations.</p> | <ul style="list-style-type: none"> • Business process improvement – identification of new and alternative approaches to performing business activities • Analysis of business processes including recognition of the potential for automation of the processes, assessment of the costs and potential benefits of new approaches considered | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Management of change and assistance with implementation • Business analysis – methodical investigation, analysis, review and documentation of all or part of a business in terms of business functions and processes, the information used and the data on which the information is based | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Definition of requirements for improving any aspect of the processes and systems • Identification and quantification of potential business benefits • Creation of viable specifications and acceptance criteria in preparation for the construction of information and communication systems | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Business process testing – planning, design, management, execution and reporting of business process tests and usability evaluations • Application of evaluation skills to the assessment of the ergonomics, usability and fitness of purpose of defined processes • Change implementation |

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| <p>6. Data Conversion Demonstrates technical expertise in structured and unstructured data storage.</p> | <ul style="list-style-type: none"> Establishes data design requirements which meet defined municipal and system requirements Transforms data models into approved physical design Tests conversion process, records and reports results, records and applies corrections Implements and monitors approved data conversion processes, records and reports results | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Designs data conversion that ensures data completeness, accuracy, currency and security during and after conversion Selects data conversion approach and designs detailed conversion method Designs output reports for communication to stakeholders Uses knowledge of business requirements and works with stakeholders to select and/or create test data Designs and implements test processes, reviews and records results Ensures completeness and accuracy of data conversion | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages design and conversion of data for use with new storage media, information management systems and operating systems Analyses and can explain the effects of data conversion on business processes | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Advises business managers on the need for new and/or adjusted processes required post-conversion Manages testing processes to ensure data completeness, accuracy, currency and security during and after conversion Communicates test and final implementation results to stakeholders and obtains business approval for results |
| <p>7. Communication Demonstrates the ability to involve customers in scoping and implementing solutions to ensure successful outcomes.</p> | <ul style="list-style-type: none"> Supports internal and external communications process for business change management programmes and projects | <ul style="list-style-type: none"> Demonstrates competencies from previous level Works with business customers to design and issue communications explaining benefits and impacts of business change | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Designs communications to inform key stakeholders in business change processes Develops planned timetable of communications for whole life | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Leads the identification of communication opportunities and the design and management of influencing and |

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| <p>8. Operations The ability to implement differing levels of operational services, plans and strategies to ensure that IT infrastructure and applications are functional.</p> | <ul style="list-style-type: none"> • Availability management – the overall control and management of services and their availability to ensure that all services meet agreed availability targets • Data protection – the development and implementation of policies, procedures, practices and training to comply with the requirements of legislation regarding personal information such as the Electronic Communications and Transactions Act of 2002 • Application of support – the provision of application maintenance and support | <ul style="list-style-type: none"> • Able to assess the suitability and use of a variety of media to deliver communications effectively • Monitors reception of communications, records feedback and documents and reports lessons learned | <ul style="list-style-type: none"> • cycle of change programme/project from design to delivery • Works with change managers and business owners to identify options for appropriate messages and suitable delivery mechanisms • Advises on suitability of content and ensures municipality's communications standards are maintained • Designs and implements feedback processes and ensures that feedback is acted upon | <p>communication strategies</p> <ul style="list-style-type: none"> • Develops communications policy for roll-out of IT systems, hardware and software |
| | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Investigates and resolves problems users are experiencing with hardware or software • Provides advice or training to users about the application • Systems' functionality, correct operation or constraints • Devises work-arounds, corrects faults and makes on-site modifications as necessary • Updates system documentation, manipulates data and defines enhancements, often in collaboration with the system's developers | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Management and operations – the IT infrastructure and the resources required • Network control and operation – day-to-day support, operation and control of all equipment within an IT network infrastructure • Database administration – the installation, configuration, upgrade, administration, monitoring and maintenance of physical databases | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Service level management – the planning, implementation and control of service provision | |

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| <p>9. Installation and Integration The capacity to install specific hardware and software solutions in different environments.</p> | <p>services</p> <ul style="list-style-type: none"> Systems integration – the incremental and logical creation and testing of components and/or sub-systems and their interfaces in order to create operational systems | <ul style="list-style-type: none"> Demonstrates competencies from previous level Porting/software integration – the integration of software products into existing software environments to produce new platform-specific versions of the software products Systems installation/ decommissioning – the installation, testing, implementation or decommissioning and removal of cabling, wiring, equipment, hardware and/or software, following plans and instructions and in accordance with agreed standards | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Testing of hardware and software components affected, resolving malfunctions found and recording the results Reporting of details of hardware and software installed so that configuration management records can be updated | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <p>10. User Support The ability to interact with IT users, pre-empt problems and risks and resolve issues as they occur.</p> | <ul style="list-style-type: none"> Network support – the provision of network maintenance and support services Investigates and resolves problems and provides information about the systems Monitors performance of the network and reports on status | <ul style="list-style-type: none"> Demonstrates competencies from previous level Provides advice and training to users about network functionality, correct operation or constraints Corrects faults and devises work-arounds and makes on-site modifications Problem management – the resolution of incidents and problems throughout the information systems lifecycle, including classification, prioritisation and initiation of action, investigation and | <ul style="list-style-type: none"> Demonstrates competencies from previous level Service desk and incident management – receipt of problem reports and the coordination of appropriate and timely responses Channelling of requests for help to appropriate functions for resolution, monitoring progress and keeping users apprised of progress Demonstrates all competencies from previous level Service desk and incident | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| | | documentation of root causes and implementation of remedies | management – receipt of problem reports and the coordination of appropriate and timely responses <ul style="list-style-type: none"> Channelling of requests for help to appropriate functions for resolution, monitoring progress and keeping users apprised of progress |
| 11. Systems Development Refers to the specialisation required in the systems development environment. | <ul style="list-style-type: none"> Systems development management – the management of resources in order to plan, estimate and carry out programmes of systems development work to time, budget and quality targets and in accordance with appropriate standards Data analysis – the provision of specialist expertise and practical assistance in the investigation, evaluation and interpretation of data in order to ensure its coherence, availability, accuracy and security to meet information and communication systems requirements Systems design – the specification and design of information systems, their components and architecture to meet defined business needs Network design – the production of network designs and design policies, strategies, architectures and documentation covering voice, data, text, e-mail, facsimile and image to support business requirements and strategy. Database design – the specification, design and maintenance of database structures for information storage and access to support business information needs Programming/software development – the design, creation, testing and documenting of new and amended programs from supplied specifications in accordance with agreed standards Safety engineering – the application of appropriate methods to assure safety during all lifecycle phases of safety-related systems developments, including maintenance and re-use Web site specialism – the design, creation, testing, implementation and support of new and amended collections of pages of information on the World Wide Web or an intranet or extranet Systems testing – the planning, design, management, execution and reporting of tests using appropriate testing tools and techniques and conforming to agreed standards, to ensure that new and amended systems, together with any interfaces, perform as specified | | |
| Public Service Orientation | | | |
| 1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from previous level Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Accurately captures others | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is |
| <ul style="list-style-type: none"> Demonstrates competencies from previous levels Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their | | | |

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| | | <ul style="list-style-type: none"> • expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • warranted • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <ul style="list-style-type: none"> • opinions, even when not agreement • Awareness of how people and municipality function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience • Structures written documents in a logical framework | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Accurately reviews documents and edits documents created by others • Organises discussions in logical manner • Responds to questions with accurate and complete answers • Communicates effectively with people at all levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately • Communicates sensitive or controversial information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Engages effectively with general public • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Speaks effectively on service delivery matters to the media |

| Management | | | | | |
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| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from previous level Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from previous level Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from previous level Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of purpose and focuses on successful completion of objectives | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of purpose and focuses on successful completion of objectives |

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| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Understands requirements for professional development of staff | <ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance • Demonstrates competencies from previous levels • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
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21. INTEGRATED DEVELOPMENT PLANNING

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS: (This is a guide and not limited to) Integrated Performance Management (IPM) Integrated development Plan: Process Management (IPM) | Assistant IDP Officer <ul style="list-style-type: none"> • Computer literacy – MS Office applications • Be able to compile annual and quarterly reports. • Knowledge of public administration and understanding of local government operations • Knowledge and understanding of King III report. | IDP Officer <ul style="list-style-type: none"> • Computer literacy – MS Office applications • Be able to compile annual and quarterly reports. • Knowledge of public administration and understanding of local government operations • Knowledge and understanding of King III report. | Senior IDP Officer <ul style="list-style-type: none"> • Computer literacy – MS Office applications • Be able to compile annual and quarterly reports. • Knowledge of public administration and understanding of local government operations • Knowledge and understanding of King III report. • Knowledge of Corporate Governance Principles (King Reports I, II and III). • Knowledge of Batho Pele Principles. • Broad knowledge of integrated development planning. • Knowledge of the Municipal Systems Act and the Municipal Finance Management Act. | Head: Integrated Performance Management <ul style="list-style-type: none"> • Computer literacy – MS Office applications • Be able to compile annual and quarterly reports. • Knowledge of public administration and understanding of local government operations • Knowledge and understanding of Corporate Governance Principles (King III report). • Knowledge of Batho Pele Principles. • Expert knowledge of local government related legislation and policies • Solid knowledge of relevant/applicable legislation, regulations and policies. |
| EXPERIENCE | <ul style="list-style-type: none"> • Between 1 and 2 years relevant experience | <ul style="list-style-type: none"> • Between 3 and 5 years relevant experience | <ul style="list-style-type: none"> • Between 5 and 8 years relevant experience | <ul style="list-style-type: none"> • More than 8 years' experience required. |

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| | <ul style="list-style-type: none"> • Previous experience of developing business plans within a political environment. | | | |
| <p>QUALIFICATION</p> <ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification | <ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification with courses or specialisation in: <ul style="list-style-type: none"> • Public Administration (PM) • Performance Management (IPM) • Project Management (IPM) • B Degree or B Tech (IPM) | <ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification with courses or specialisation in: <ul style="list-style-type: none"> • Public Administration (PM) • Performance Management (IPM) • Project Management (IPM) • B Degree or B Tech (IPM) | <ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification development studies, project management, urban development or municipal administration | <ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification development studies, project management, urban development or municipal administration |
| COMPETENCIES | | | | |
| <p>COMPETENCY LEVELS</p> | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| <p>1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Not required at this level | <ul style="list-style-type: none"> • Not required at this level | <ul style="list-style-type: none"> • Ability to interact and communicate strategy and processes with a wide range of people. • Ability to manage people's expectations through processes. | <ul style="list-style-type: none"> • Demonstrates competencies from level 3. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals. • Ability to interact and communicate strategy and processes with a wide range of people. • Ability to manage people's expectations through processes. • Assigns clearly defined tasks to subordinates • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where |

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| <p>2. Project Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <ul style="list-style-type: none"> Assist with project initiation and completion. Plays a crucial role as a sub project manager during the project life cycle. Is able to manage sub projects with minimal supervision Able to use Microsoft programmes to help manage projects. Builds due dates into assignments, tasks and delegations Communicates milestones and expected results | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the concept of project management. Manages project of a lesser complex nature. Plays an important role as a manager in projects of a complex nature. Understands the important of meeting deadlines in each project life cycle. Able to use Microsoft programmes to help manage projects. Builds due dates into assignments, tasks and delegations Communicates milestones and expected results | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Initiates projects project conceptualisation. Facilitates and initiates project scoping. Able to execute, monitor and close a project within the set timelines. Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) | <p>subordinate performance is deficient</p> <ul style="list-style-type: none"> Seeks opportunities to increase personal contribution and level of responsibility Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches Identifies and harnesses talented employees |
| | | | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Organises the team and develop a work plan Uses computer software programmes to help manage projects (MS project, etc.) Establishes broad stakeholder involvement and communicates the project status and key milestones Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) Check quality of work against pre-determined specifications | |

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| <p>3. Organisational Awareness/Political Impact</p> <p>Drives equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact public interest/concerns.</p> | <ul style="list-style-type: none"> • Knowledge of the Municipality's priorities and goals. • Knowledge of the Municipality's by-laws. • Operates within the Municipality's policies and procedures • Consider Municipality policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Knowledge of the Municipality's priorities and goals. • Knowledge of the Municipality's by-laws. • Operates within the Municipality's policies and procedures • Applies sector policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and internalizes the Municipality's priorities and goals • In-depth knowledge of Municipality's policies and procedures • Understands priorities, goals and issues of neighbouring municipalities • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • In-depth knowledge of municipal legislation • Contributes toward addressing the Municipality's service delivery challenges • Demonstrates an understanding of the municipal and local government processes • Understands and internalizes the municipality's priorities and goals • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery |
| <p>4. Information Measuring and Monitoring</p> <p>Displays an ability to collect, review and analyse information, identify trends and report on them.</p> | <ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to propose certain trends | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs • Ability to interrogate information, analyse and draw conclusions to identify trends • Ability to determine whether media coverage is positive, negative or balanced, together with a view on the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes what needs to be monitored • Develops monitoring systems that are easy to use and provide data that is relevant and timely • Implements tracking systems • Presents and reports on information in a manner which is easily understood by audience using graphic |

| | | | value and impact of the coverage | aids and tools that present information succinctly |
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| <p>5. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks/functional results of the work unit.</p> | <ul style="list-style-type: none"> Translates project plans into specific activities Assist to organise, prioritise and schedule tasks so that they can be performed within budget and with efficient use of time and resources Draft reports on progress (performance and results) Assist with the drafting of contingency plans for potential problems | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Translates project objectives into specific plans Sets short term and longer term project plans and cascades it to the work team and individual performance objectives Organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources Measures progress and monitors performance and results Conceptualizes options Identifies and allocates resources Develops contingency plans for potential problems | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Sets goals and objectives relevant to the function and focuses on the customers' needs Develops integrated plans for the work unit and others that interface with the department's budget Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others Develops scenarios on projects Assists others to plan and organise their work | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Contributes to planning by compiling and collating information from research, surveys and studies Contributes to the development of the municipality's annual work plans Organises and plans on a quarterly and annual basis Identifies and acts on opportunities to partner with other departments in the Municipality to achieve desired results Develops partnership agreements that ensures win – win outcomes for all parties Projects and forecasts short, medium and long term needs for the Municipality |
| <p>6. Monitoring and reporting The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p> | <ul style="list-style-type: none"> Ability to assist in the monitoring and reporting process. Basic understanding in monitoring and reporting of departments and directorates performance. Ability to monitor | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to Demonstrate understanding of monitoring and reporting systems and processes. Able to carry instructions relating to monitoring and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Provides guidance in the planning of the IDP process plan Monitors and reports on processes related to the development of the IDP. Monitors and reports on processes | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to lead compliance monitoring processes and direct the monitoring and reporting of progress. Understands corporate monitoring and reporting |

| | alignment of directorate strategies with the Municipality's IDP. | reporting. • Able to extract information on from the SSM Tool. | related to the development of the Annual report. • | processes. |
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| Public Service Orientation | | | | |
| 1. Service Delivery Orientation The ability to improve existing and explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals. | <ul style="list-style-type: none"> • Understands community needs. • Interacts well with the public. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public. • Establishes a collaborative relationship with the community • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Establishes a collaborative relationship with the community. • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints • Speaks effectively on service delivery matters to the media |
| 2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> • Relates to people at all levels of the municipality • Ability to engage with internal and external stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Acknowledges contributions of others • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others • Convinces others of his/her ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where merited • Negotiates skilfully in tough situations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience |

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| <p>3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations; • Corrects problems promptly, without being defensive; • Supports others to take personal responsibility to | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; • Supports others to take personal responsibility to deliver excellent customer service; | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; • Sets the climate and creates a | <p>to hear people out and accurately restate their opinions, even when not in agreement</p> <ul style="list-style-type: none"> • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others convinces others of his/her ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where merited • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships • Ability to be both direct and forthright as well as diplomatic and tactful |
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| <p>4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <p>deliver excellent customer service;</p> <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience; • Delivers messages in a manner that gains support, commitment and agreement; • Communicates effectively with people at all levels within the Municipality • Listens well and is receptive and encourages participation and mutual understanding. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement; • Communicates effectively with people at all levels within the Municipality • Communicates controversial, sensitive messages to stakeholders tactfully; • Listens well and is receptive and encourages participation and | <p>culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.);</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Develops well defined communication strategy; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Steers negotiations around complex issues and arrives at a win / win situation; • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; • Markets and promotes the municipality to external stakeholders; • Communicates with the media without compromising the integrity of the municipality | <p>excellent service quality</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive • Demonstrates personal commitment to the client service vision through own actions and attitudes • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to liaise with all levels within National, Provincial and Local government. • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience including managing body language effectively • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience • Is sought after to lead |
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| | | <ul style="list-style-type: none"> mutual understanding. Communicates high risk sensitive matters to all relevant parties; | <ul style="list-style-type: none"> Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> negotiations and represent the municipality; Coordinates negotiations at different levels within the municipality and externally. |
| Management | | | | |
| <p>1. Strategic Capability and Leadership Contributes to determining and articulating the vision, sets the direction for the municipality and/or unit and inspires others to deliver on the municipal mandate.</p> | <ul style="list-style-type: none"> Not required at this level | <ul style="list-style-type: none"> Applies a body of theoretical knowledge to an aspect within a particular discipline. | <ul style="list-style-type: none"> An ability to think analytically and working with figures are required as a core function of this position. Demonstrates competencies Gives direction to the team in realising the municipality's strategic objectives via departmental/units goals Achieves objectives against specified performance measures for the department or unit Defines roles and responsibilities for project team members and clearly communicates expectations | <ul style="list-style-type: none"> Demonstrates competencies Gives direction to the team in realising the municipality's strategic objectives via departmental/units goals Achieves objectives against specified performance measures for the department or unit Defines roles and responsibilities for project team members and clearly communicates expectations |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Influences others effectively using a number of techniques Has credibility with staff, management and contractors Uses an in depth understanding of the interactions within a group to move towards a specific agenda Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Is called upon to mediate conflicts and disagreements | <ul style="list-style-type: none"> Demonstrates competencies from level 3. Makes positive impact and comes across as confident professional Commands respect from peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority |
| <p>3. Coaching and Mentoring The ability to assess skills,</p> | <ul style="list-style-type: none"> Not required at this level | <ul style="list-style-type: none"> Not required at this level | <ul style="list-style-type: none"> Diagnoses performance issues and determines appropriate developmental | <ul style="list-style-type: none"> Demonstrates competencies from level 3. |

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| <p>performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | | | <p>intervention to suit the individuals learning style</p> <ul style="list-style-type: none"> • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates outcomes and develop initiatives to address any gaps in a positive way • Balances the municipality's tasks and goals with subordinates' personal and professional needs. • Ability to mentor subordinates. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals • Able to make unpopular decisions if it is in the best interests of the municipality • Shows strength of character maintaining performance under duress and pressure. |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Shares information and collaborates easily with others • Seeks consensus amongst diverse viewpoints to build group commitment. • Contribute to morale/team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to manage in a multi-disciplinary team • Shares information and collaborates easily with others • Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Uses complex strategies to promote team morale and productivity • Involves and empowers team in setting and achieving goals • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Shows initiative and confidence in dealing with others • Able to manage a multi-disciplinary team • Shares information and collaborates easily with others • Seeks consensus amongst |

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| | spirit by means of a positive attitude. | views) <ul style="list-style-type: none"> Creates strong morale/team spirit | other municipalities/ departments and manage in a competitive environment | diverse viewpoints as a means of building group commitment (as opposed to imposing personal views) <ul style="list-style-type: none"> Creates strong morale/team spirit Draws on diverse backgrounds, skills and knowledge of team members |
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22. INTEGRATED RISK MANAGEMENT

| Levels | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS | Assistant Integrated Risk Management (IRM) Practitioner | Integrated Risk Management (IRM) Practitioner | Senior Integrated Risk Management (IRM) Practitioner | Principal Integrated Risk Management (IRM) Practitioners |
| KNOWLEDGE | Provides administrative and electronic support to the Chief Risk Officer and IRM team in implementing and maintaining IRM, BCM and CA processes and electronic systems within the Municipality. | Supports the Senior IRM Practitioners with the implementation, maintenance and other related processes regarding IRM, BCM and CA for the municipality, ensuring the Municipality remains compliant with good governance standards and legislation. | <ul style="list-style-type: none"> Supports the Principal IRM Practitioner with the implementation and maintenance of related IRM, BCM and CA processes, including the: <ul style="list-style-type: none"> Formalisation of risk exposure; Institutionalisation of IRM, BCM and CA processes; Reporting on IRM, BCM and CA to Principal IRM Practitioners | Supports the Chief Risk Officer in the development, planning, implementation and maintenance of the IRM, BCM and CA activity for the Municipality, ensuring compliance with good governance standards and legislation |

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| | | | <ul style="list-style-type: none"> Ensure the Municipality remains compliant with good governance standards and legislation. | |
| EXPERIENCE | Between 2 and 3 years' experience required | Between 3 and 5 years' relevant experience required | Between 5 and 8 years' relevant experience required | More than 8 years' relevant experience (5 years of which must be in a supervisory capacity and good governance discipline). |
| QUALIFICATION | Secretarial tertiary qualification including Project Management, Human Resources and Office Management. | A relevant tertiary qualification, preferably in Public Development Management; IRM; Finance; Auditing; Project Management. | A relevant tertiary qualification, preferably in Public Development Management; IRM; Finance; Auditing; Project Management or Engineering. Preference to membership to relevant professional bodies. | A relevant tertiary qualification, preferably in Risk Management, Auditing, Public Development Management; Membership to relevant professional bodies. |
| ADDITIONAL SKILLS REQUIRED | <ul style="list-style-type: none"> Advanced computer proficiency in MS Office applications. Must be trustworthy | <ul style="list-style-type: none"> Computer literacy pertaining to MS Office and risk management software Ability to facilitate and present workshops Project management skills Conceptual and analytical thinking Strong report-writing skills Ability to impact and influence others. Must be innovative and trustworthy | <ul style="list-style-type: none"> Computer literacy pertaining to MS Office and risk management software Ability to facilitate and present IRM workshops Conceptual and analytical thinking Strong report-writing skills Ability to impact and influence others. Must be independent, innovative and trustworthy | <ul style="list-style-type: none"> Computer literacy pertaining to risk management electronic tools and MS Office Ability to facilitate and present IRM workshops Strong report writing and presentation skills Strong impact and influence Conceptual and analytical thinking Strong report-writing skills Ability to impact and influence others. Must be independent and trustworthy |

| COMPETENCIES | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| | Functional / Professional | | | |
| <p>1. Integrated Risk Register Management (IRM) Ability to facilitate and ensure compliance with the Municipality's Integrated Risk Management processes and procedures.</p> | <ul style="list-style-type: none"> • Provide administrative and project management support to the Municipality's Chief Risk Officer and IRM team, including scheduling of appointments, workshops, meetings, and venues. • Plans assigned projects with relevant stream lead. • Ensuring availability of required resources. • Supports IRM activities with the institutionalising of risk management across the Municipality, including communication, change management and training. • Supports IRM with ensuring distribution and receipt of risk reports. | <ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Review completed reporting feedback sheets for anomalies and follow-up with the relevant stream leads. • Provide accurate and regular feedback to CRO and team members on IRM activities. • Assist Senior IRM practitioner with the facilitation and recording of prompts and operational workshops. • Propose IRM governance improvements. • Initiate Risk awareness and formal risk training. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Lead and Facilitate workshops with clients, performing risk management processes and taking responsibility for the co-ordination of relevant Directorates' complete IRM Process. • Aligning risk identification process with the Municipality's objectives; • Researching and analyzing available internal and external, both national and international sources of risks, and international sources of risks, prompting management in span of control on relevant risks in order to identify all significant risks; • Analyzing the consequences if these risks are realized; • Analyzing the contributing factors that need to be mitigated to bring the risk down to an acceptable level. • Identifying controls already implemented. • Guiding officials on the potential impact of unpredictable outcomes, control effectiveness and the likelihood of the risk occurring. • Reviewing each risk to ensure rating fall within the tolerable level approved for the Municipality. • Developing of appropriate action plans that will mitigate the identified risk. • Ensure accurate and complete | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Formulate the IRM vision, strategies, methodology, risk policy and processes. • Develop a consolidated IRM annual plan. • Conduct research and ensure benchmarking of IRM process, control and governance activities is performed. • Advise Senior Management and the Executive on relevant risk acceptance/ tolerance levels. • Review quarterly working papers and directions given to ensure cross-cutting risks are appropriately considered. (Prompt minutes and guidelines). • Formulate, compile and implement the Annual IRM Internal Training Plan. • Monitor the completion of quarterly risk management workshops. • Provide inputs into the Chief Audit Executive during the drafting of the risk-based audit plan. |

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| <p>2. Business Continuity Management (BCM) Ensure business continuity management is supported.</p> | <ul style="list-style-type: none"> • Provide administrative and project management support to the Municipality's Chief Risk Officer and IRM team. • Log calls for assistance and track feedback, assistance and resolution thereof. • Ensuring availability of required resources. • Support IRM activities with the institutionalising of BCM across the Municipality, including communication, change management and training. | | <ul style="list-style-type: none"> • recording • Assist with the development of the IRM annual plan, • Assist with the formulation of IRM strategies, methodology, policy and processes • Supervise and monitor internal stakeholders in span of control to ensure that the IRM processes and procedures are appropriately institutionalized in the Municipality. • Perform assessments of Risk Champions and Co-coordinators training needs and ensure relevant training is supplied. • Identification of IRM improvement areas and the development of value-adding processes to improve these. • Perform quality checks on data and risk registers. | <ul style="list-style-type: none"> • Consult with forensic's on fraud related risks • Quality assurance: Review Executive risk registers within span of control, along with Risk software dashboard and anomalies reports, providing feedback to relevant stream leads for improvements. • Develop risk dashboards and reporting templates to ensure value-adding feedback to relevant stakeholders. |
| | <ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Collates information from various departments in order to establish a consolidated Business Impact Analysis (BIA's) and fall back plan (FBP) schedules. • Liaises with line departments and BCM Model persons to ensure all relevant feedback is timeously received, accurately captured and filed. • Assists with the review of completed reporting templates for anomalies and following-up | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Assists with the formulation of BCM strategies, methodology, processes and procedures. • Assists with the monitoring of the planned BIA's and FBP's. • Supervise and monitor internal stakeholders in span of control to ensure that the BCM processes and procedures are appropriately institutionalized in the Municipality. • Assists BCM Model persons with assistance requested, ensure all requests are logged. Ensuring an | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Formulate the BCM vision, strategies, methodology, processes and processes. • Ensure that annual BCM plan is appropriately approved, monitored and reported on. • Conduct research and ensure benchmarking of BCM process, control and governance activities is performed. • Supervise and monitor various internal stakeholders | |

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| <p>3. Combined Assurance (CA) Ensuring combined assurance function is supported.</p> | <ul style="list-style-type: none"> • Provide administrative and project management support to the Municipality's Chief Risk Officer and IRM team including scheduling of appointments, workshops, meetings, and venues. • Ensuring availability of required resources. • Support IRM activities with the institutionalising of CA across the Municipality, including communication, change management and training. | <ul style="list-style-type: none"> • concerns where necessary. Provides accurate and regular feedback to CRO and team members on BCM activities. | <ul style="list-style-type: none"> • acceptable turn-around time on all requests received. • Review completed reporting templates in span of control for anomalies and following-up concerns where necessary. • Identification of BCM improvement areas and the development of value-adding processes to improve these. • Perform quality checks on BCM feedback received from line departments. | <p>to ensure that the BCM processes and procedures are appropriately institutionalised in the municipality.</p> <ul style="list-style-type: none"> • Formulate, compile and implement the Annual BCM Internal Training Plan after assessing training needs. • Identification of BCM improvement areas and the development of value-adding processes to improve these. • Develop BCM dashboards and reporting templates to ensure value-adding feedback to relevant stakeholders. |
| | | <ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Provide accurate and regular feedback to CRO and team members on CA activities. • Collate quarterly feedback from assurance providers and assess for integration into IRM processes. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Assist with the formulation of CA strategies, methodology, processes and procedures. • Assist with the updating of the Combined Assurance Plan (CAP). • Negotiate with 1st and 2nd level assurance providers in order to onboard them with regards to assurance required on specific controls as per CAP. • Escalate significant difference of opinions between assurance providers to resolve this in the best interest of the Municipality and stakeholders. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Formulate the CA vision, strategies, methodology, risk policy and processes. • Collate and review relevant information on the CAP. • Conduct research and ensure benchmarking of CA process, control and governance activities is performed. • Assess and identify assurance providers to feedback into the IRM Process. • Supervise and monitor various internal stakeholders |

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| <p>4. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p> | <ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification. Take minutes at meetings. Produce electronic presentations Prepare clear and concise documents /working papers relating to IRM, BCM, CA, Assets, HR and Financial as and when needed. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines. Communication with role-players on their risk management roles and responsibilities. Sound report writing skills. Numerical, alphabetical and written accuracy. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Prepare risk registers in accordance with approved IRM methodology and standards. Adequately review, analyse and quality control risk registers. Accurately report back on approved templates reporting information required with regards to IRM, BCM and CA. Effectively collaborate on cross- | <p>to ensure that the CA processes and procedures are appropriately institutionalized in the Municipality.</p> <ul style="list-style-type: none"> Identification of CA improvement areas and the development of value-adding processes to improve these. Monitor the completion of the CAP. Proved inputs into the Chief Audit Executive during the drafting of the risk-based audit plan. Quality assurance: Review and analyse CAP showing out potential duplications and gaps that need to be discusses for clarification or resolution. Develop necessary reporting mechanisms. |
| | | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Development of reporting templates and dashboards with regards to IRM, BCM and CA – mentoring and guiding previous levels. Prepares considered, high quality written communications including correspondence and | | |

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| <p>5. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.</p> | <ul style="list-style-type: none"> • Proof reads documents with close attention to detail. | | <ul style="list-style-type: none"> • cutting/inter-connected risks with colleagues. Be able to raise concerns relating to implementation of action plans, ensure sufficiently supported by reliable evidence that are clear and concise, ensuring outcomes are properly recorded. • Risks and concerns are escalated/clearly communicated to the next level and is actioned and supported with valid reasoning if and when required. | <p>reports to oversight and advisory bodies. Prepare and/or review reports to Council, Audit Committee and Risk Committee, ensuring clear and concise communication to appropriate parties.</p> <ul style="list-style-type: none"> • Review of Executive Risk Registers and BamOwl Dashboards to highlight and if necessary escalate concerns to improve quality and completeness of information/risks being reported. |
| | <ul style="list-style-type: none"> • Explain views, advice and positions effectively and appropriately to internal and external stakeholders (outside Municipality). • Ensures professional interaction and communication with clients. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Effectively and appropriately advocates IRM, BCM and/or CA official position orally within Municipality. • Demonstrates competence, through effective communication with client | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Effectively and appropriately advocates position on complex and sensitive matters within Municipality. • Effective oral presentation of discrete and complex topics and issues. • Advocates capably on behalf of clients within the Municipality. • Provides guidance to executive/senior management, risk champions, coordinators and BCM Nodal persons. • Demonstrates competence in communication with clients. • Effective facilitation skills. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Demonstrates effective oral presentation skills for complex and sensitive topics and issues. • Effectively and appropriately communicate outcomes orally on complex and sensitive matters within the Municipality. • Completes and do presentations to Risk Committee, Audit Committee, Council, Executive and Senior Management. |
| <p>6. Research and</p> | <ul style="list-style-type: none"> • Administrative assist with | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates competencies from | <ul style="list-style-type: none"> • Demonstrates |

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| <p>Analysis Ability to break a problem into component parts, identify key issues, contributing factors, consequences.</p> | <p>benchmarking of research and development with regards to IRM, BCM and CA.</p> <ul style="list-style-type: none"> Identifies relevant issues and facts and identify solutions. Collate data according to instructions, templates and requests. | <p>from previous level.</p> <ul style="list-style-type: none"> Ability to partake and assist with research and analysis within Department Organises and synthesises work, including the work of others, into a complete, considered analysis. Identifies additional relevant issues that need to be addressed. Generates practical ideas and solutions, communicating these to supervisor. Complete tasks efficiently, in accordance with IRM, BCM and CA methodology. | <p>previous levels.</p> <ul style="list-style-type: none"> Conducts research to ensure IRM, BCM and CA are implemented in the Municipality according to good governance principles best suited for the Municipality's structure, mandate and culture. Understands and analyses fact patterns and concepts to confirm accuracy of information. Prompts clients based on analysis and findings in order to identify relevant significant risks, consequences and pro-active and re-active mitigating action plans. Prompts line managers and 2nd level assurance providers in order to analyse sufficiency (gaps) and inefficiencies (duplications) with regards to assurance provided (scope) by assurance providers. Prioritises alternative courses of action based on research and analysis. Ensures results are appropriately reported to Principal IRM practitioner for inclusion in Framework review. | <p>competencies from previous levels.</p> <ul style="list-style-type: none"> Critically evaluates analysis prepared by others. Develops advice and solutions based on these analysis Communicates advice and solutions clearly to clients and others. |
| <p>7. Advocacy /Negotiation The ability to develop and present client or Municipality interests in appropriate forums, presenting and negotiating the best possible outcomes.</p> | <ul style="list-style-type: none"> Understand the basic methods of resolving basic queries received from clients and address minor problems that might occur. Advocates positions, conclusions and recommendations to | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Displays an understanding of fundamental advocacy and negotiation principles. Applies advocacy and negotiation principles toward achieving client objectives. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Ascertains the goals and objectives of clients. Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Demonstrates a range of advocacy/ negotiating skills and strategies Apply these skills and strategies to obtain optimal |

| | supervisors. | | Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved. Displays creativity in reaching solutions that accomplish client objectives. | results for clients |
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| <p>8. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> Identify and alert IRM staff to potential conflicts of interest, following the approved procedures designed to deal with conflicts. Understand, apply and adhere to municipality's policies and the Code of Ethics and Conduct, procedures. Understands the mechanism available in the Municipality to report and resolve ethical issues. Portrays behaviour of honesty, and integrity and ensures confidentiality. Understands and actively ensures compliance with the Municipality's code of Ethics and Code of Conduct. Drive and monitor the completion of relevant declarations by IRM staff members. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Identifies and evaluates risks involved in alternative courses of action. Recommends appropriate course of action to relevant Principal IRM Practitioner. | <ul style="list-style-type: none"> Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved. Displays creativity in reaching solutions that accomplish client objectives. Demonstrates competencies from previous level. Recognises potential conflicts of interest under applicable professional standards. Identifies other contentious issues and resolve these Fosters a culture of ethical behaviour. Makes preliminary decisions and recommendations on difficult ethical issues. Recommends a course of action based upon evaluation of relevant facts, issues and risks. Advocates for a recommendation and demonstrates how that recommendation will achieve desired objectives. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Properly resolves ethical, business and issue conflicts Evaluates relevant facts, issues and risks Distinguishes among various options Monitor and take corrective actions/report where applicable Prepares and executes effective strategies to achieve desired objectives taking into account relative risks Invests in continuous professional development. When requested to perform duties in an acting capacity ensure due diligence is applied. |
| <p>9. Organisational Awareness</p> | <ul style="list-style-type: none"> Basic understands the IRM processes. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. | <ul style="list-style-type: none"> Demonstrates competencies from |

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| <p>The ability to understand the Municipality's objectives, and the impact of decisions on the public and the functioning of the various directorates.</p> | <ul style="list-style-type: none"> • Basic knowledge about the Municipality. • Basic knowledge of the local government environment. • Knowledge of the municipality's priorities and goals. • Operates within the municipality's policies and procedures. • Awareness of the issues impacting service delivery. • Understands sector policies and legislation. | <ul style="list-style-type: none"> • Understands and internalizes the municipality's priorities and goals. • Knowledge of municipality's policies and procedures. • Knowledge and understanding of the municipality's functional directorates. • Understands priorities, goals and issues of local government. • Understands sector policies and legislation. • Knowledge of the issues impacting service delivery. | <ul style="list-style-type: none"> • Contributes to shaping the Municipality's specific goals and priorities. • Contributes to shaping the Municipality's policies and procedures. • Aligns annual/quarterly plans and individual workshops with municipality's goals and objectives. • Knowledge of the municipality's functional directorates and understands integration across these. • In-depth knowledge of relevant municipal legislation, policy, practice and code of conduct • Contributes toward addressing the Municipality's service delivery challenges. | <p>previous levels.</p> <ul style="list-style-type: none"> • Contributes to shaping the municipality's sector specific goals and priorities • Knowledge of the municipality's functional directorates and understands strategic integration across these • In-depth knowledge of the municipality's challenges in delivering municipal services. |
| <p>10. Engagement Management Ability to plan, co-ordinate and control the tasks of self and others to deliver on engagements to the required specification and schedule.</p> | <ul style="list-style-type: none"> • Liaise with external and internal role-players. • Perform secretarial and office administration. • Manage basic engagements to the agreed standards. • Schedule and prioritize engagements effectively to ensure that tasks are completed within schedules, adhering to project plan. • Ensure appropriate and timeous responses/feedback with regards to assistance requested from internal and external stakeholders. | <ul style="list-style-type: none"> • Demonstrates competencies from previous level. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Instill a level of trust with "Risk Community" on all levels, becoming the preferred point of call for advice with regards to risk documentation and assists with development of practical mitigation/solutions. • Utilising of facilitation and people skills to extract relevant information from line departments and senior management. • Assist line departments and senior management in managing IRM, BCM and CA in their span of control. • Manages multiple engagements to | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Prioritises multiple resources to meet competing deadlines. • Develops and continuously reviews project plans. • Mentoring various internal stakeholders to ensure IRM institutionalized at all levels of the organization. |

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| <p>11. Information management The gathering and analysis of data, in order to conclude thereon.</p> | <ul style="list-style-type: none"> Obtain/extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate. Check data as it is entered for obvious errors. Formalise and enhancing templates. Managing the central repository and documents. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Perform data analysis on IRM, BCM and CA monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns. Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. | <ul style="list-style-type: none"> Manages engagements that are multi-disciplinary Adequately review, analyse and quality control risk registers. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Able to analyses and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof. Document IRM, BCM and CA reporting information in required formats and categories in order to assist Principal IRM Practitioner and management with the analyzing and interpreting and of quarterly IRM and BCM risk trends and dashboards, as well as gaps and duplications with regards to assurance providers, ensuring Value-adding reporting. Quality check data entered into risk management software and extract accurate reports. |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of Municipality's processes in</p> | <ul style="list-style-type: none"> Commitment to excellence Keep commitments and promises in undertaking tasks and meeting deadlines, supporting service delivery departments. Professional interaction with general public and | <ul style="list-style-type: none"> Demonstrates competencies from previous level. | <p>agreed standards</p> | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Function independently as a 2nd level assurance provider to ensure risk and opportunities are always managed in the best interest of the municipality. Committed to monitoring and quality assurance. |

| order to achieve Municipality's goals | stakeholders | | | |
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| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Accurately captures other's expectations, ideas and concerns. • Acknowledges contributions of others. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Relates to people at all levels of the municipality. • Shows confidence in engagement with internal stakeholders. • Encourages and considers inputs of others. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Convinces others of ideas without suppressing views. • Acknowledge merits in others arguments and to incorporate proposals where it is warranted. • Negotiates skillfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationship. • Sensitive to how people and the Municipality functions. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Ability to be both direct and forthright as well as diplomatic and tactful. • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement. • Awareness / sensitivity around how people, departments and stakeholders function. |
| <p>3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served. • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction. • Takes personal responsibility for ensuring feedback. • Corrects problem promptly and professionally. | <ul style="list-style-type: none"> • Demonstrates competencies from previous level. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Continuously research and investigate how services to client departments can be improved to assist them with ensuring good governance with regards to IRM, BCM and CA, while striving to improve the utilisation of resources and optimizing service delivery. • Provide excellent service quality. • Demonstrates personal commitment to the client service vision through own actions and attitudes. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Supports others to take personal responsibility to deliver excellent customer service. • Manage any negative customer feedback received |
| <p>4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods. • Demonstrates effective oral | <ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Organises and presents own perspective in logical manner. • Adapts communication contents | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Communicates effectively at senior and executive levels. • Communicates sensitive or | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Accurately reviews documents and edits documents created by |

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| <p>appropriately to verbal and written communication of others.</p> | <p>and written communication.</p> | <ul style="list-style-type: none"> to the audience. Uses terminology appropriate to the audience. | <p>controversial information effectively; Developing communication geared for various audiences.</p> <ul style="list-style-type: none"> Handles sensitive one-on-one discussions effectively. Captures complex issues clearly and concisely. Conveys alternative viewpoints. Structures written documents in a logical framework in accordance with set norms and standards. Uses language and style to capture the attention of the audience. Organises discussions in logical manner. Responds to questions with accurate and complete answers. Ability to read situations and interest positions and to respond appropriately. | <p>others.</p> |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Sets out work for others in a well-planned and organised manner, establishing clear direction. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Able to translate Municipality / Department goals into objectives for the unit and gains commitment from his/her team. Provides a clear sense of purpose and focuses on successful completion of objectives, through the setting of team goals and providing a clear sense of purpose. |

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| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Commands respect from peers and managers. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Influences others effectively using a number of techniques. Able to convince, persuade and influence others. Effectively influences senior and executive management. | <ul style="list-style-type: none"> Organises resources and inspires others towards focused performance. Demonstrates competencies from previous level. Motivates and inspires others. Establishes support and projects authority and credibility. Uses personal influence to achieve objectives. |
| <p>3. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members. Actively participates in team activities. Shows consideration towards others. | <ul style="list-style-type: none"> Demonstrates competencies from previous level. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team. Shares information and collaborates easily with others. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels. Builds team spirit and cohesion across function boundaries in the respective departments. Encourages team approach to problem solving. Recognises and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. |
| <p>4. Coaching and</p> | <ul style="list-style-type: none"> Shares knowledge and | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies from | <ul style="list-style-type: none"> Demonstrates competencies |

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| <p>Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <p>information with colleges.</p> <ul style="list-style-type: none"> Articulate tasks and monitor adherence to deadlines. | <p>from previous level.</p> <ul style="list-style-type: none"> Able to identify own development needs. | <p>previous levels.</p> <ul style="list-style-type: none"> Actively renews own personal and professional skills and applies them in a productive way in the work environment. Understands the need for continuous professional development and research in order to stay abreast of Governance Best practices, especially with regards to IRM, BCM and CA. Demonstrates the ability to solve and handle difficult situations. | <p>from previous levels. Leads by example.</p> <ul style="list-style-type: none"> Actively involved in the retention and development of talent within the municipality. Encourages self-reliance and allows staff to make and learn from mistakes. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Sets challenging tasks that stretches individuals' abilities and self-confidence. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. Ability to understand the underlying causes for no or poor performance and to provide the appropriate support. Mentors by investing adequate time and effort in counselling and coaching subordinates. Understands municipality's needs and formulates and implements development plans, outlining specific |
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23. INTERNAL AUDITING

| Levels | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS | Assistant Auditor | Auditor | Senior Auditor | Assist Manager / Manager Internal Audit |
| KNOWLEDGE | Conducts audit work according to prescribed norms and standards under the general direction of an experienced Auditor. | Conducts professional audit work according to norms and standards under the general direction of an experienced Senior Auditor. | Leads, conducts, and controls the audit work according to norms and standards. Supervise junior auditors | Manages, leads and control the audit assignments according to the norms and standards under the direction of the Manager: Internal Audit. Responsible for managing the auditing teams. Demonstrates a good knowledge base of governance, controls and risk management. |
| EXPERIENCE (Essential and preferred requirements) | Up to 2 years relevant experience required | Between 2 and 5 years' relevant experience required | Between 5 and 8 years' relevant experience required which includes 2 years of supervisory experience | 8 years or more experience (which includes 2 years of supervisory) covering all aspects of the audit function (activities as depicted in IIA Standards 1000 and 2000) |
| QUALIFICATION (Essential and preferred requirements) | A relevant 3 year qualification with auditing or internal audit as a major. | A relevant 3 year qualification with auditing or internal audit as a major and registered with a recognised profession | A relevant 3 year qualification with auditing or internal audit as a major and registered with a recognised profession and envisaged professional designation career path | A relevant 3 year qualification with auditing or internal audit as a major and registered with a recognised profession and studying towards / achievement of envisaged professional |

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| COMPETENCIES | | | | |
| Functional / Professional | | | | |
| <p>1. Internal Auditing Ability to evaluate the effectiveness of risk management, governance and internal control processes.</p> | <ul style="list-style-type: none"> Contributes to the conduct of an audit assignment Obtains background information and documents and scrutinises for consideration in line with audit scope and objectives Documents the system description using symbols, flowcharts, checklists, etc. Raises exceptions identified a preliminary Implementing coaching notes timeously and adequately Document analytical procedures and uses electronic auditing techniques Records audit information in line with the prescribed methodology and QA guidelines Conform to prescribed standards as well as approved directorate and corporate policies Reflect conduct as stipulated in the Internal Audit Charter and Code of | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Plan each assigned project with team members. Participate in defining the scope and audit objectives and completion of the preliminary risk assessment. Compile system descriptions and internal control questionnaires in accordance with IA Methodology. Develop the audit program. Ensure that audit work is in compliance with the norms and Standards of Internal Auditing and other standards set by IA. Timely complete own Performance Appraisal on each project. Keep personal timesheet up to date and submit monthly to the project manager for approval. Perform follow up reviews on progress made on corrective actions taken by client management to correct reported deficiencies and report thereon to the project manager. Prepare working papers to | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Allocate individual budgeted hours and time frames to the assigned resources. Determine, in consultation with the project manager, the scope and objectives of the engagement, as well as any exclusion. Engage with the client by holding an opening meeting and identify further risks, concerns and business needs. Agree with the client on the scope and objectives of the project which is to be included in the planning of the project. Identify all the risks related to the project in a risk analysis and determine appropriate testing to be performed. Lead the programme of the work ensuring that established deadlines and budgeted hours on each project are met. Hold regular meetings with clients on each project to inform the clients on the progress of the audit or problems encountered. Ensure that audit work is in compliance with the norms and of Internal Auditing and other standards set by IA. Timely complete own Prepare draft audit project reports on | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Appropriate available resources on audit project assignments as per the operational coverage plan. Engage with the client and identify further risks and business needs. Agree on the scope and objectives of the project which is to be included in the planning of the project. Review and approve generated project work programmes that are based on the risk analysis of the relevant project. Review findings and recommendations on all projects for discussion and agreement with clients and inclusion in the audit reports. Monitor the programme of the work against established deadlines and budgeted hours on each project. |

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| | <p>Ethics</p> | <p>substantiate the audit work performed on the assigned project.</p> <ul style="list-style-type: none"> Assess the system of internal controls and identify possible weaknesses that do not mitigate the risks to report on. Prepare finding and recommendations on the identified weaknesses on all projects for approval by the project manager. Discuss findings and recommendations with client, agree thereon with the client and obtain an action plan from the client. Clear coaching notes raised on all project files and electronic working papers within the requested timeframes. Ensure that audit work and evidence are properly documented within the IA Audit Management System as per the IA methodologies, to substantiate the contents of the audit report. Ensure that, where necessary, proper benchmarking of process, control and governance activities is performed. Obtain comments from the client related to the client satisfaction questionnaire. | <p>findings complete with management comments for review by the project manager based on the results of the various audit engagements.</p> <ul style="list-style-type: none"> Obtain approval of the final report and submit report to the client. Ensure that, where necessary, proper benchmarking of process, control and governance activities is performed. Ensure that audit work performed receives positive satisfaction ratings from clients, Audit Committee and reliance by the Auditor General. Provide accurate and regular feedback to team members and project manager on audit activities of the assigned projects. | <ul style="list-style-type: none"> Prepare audit project reports for review by the Manager IA / Senior Audit Manager related to the results of the various audit engagements Monitor timely completion of Performance Appraisals by team members of each project Monitor of progress made on corrective actions taken by client management to correct reported deficiencies and report thereon to the Manager IA / Senior Audit Manager for reporting to the Chief Audit Executive, if not satisfactory |
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| <p>2. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p> | <ul style="list-style-type: none"> • Be able to document Audit working papers. • Be able to issue audit expectations/ findings. • Conduct analytical review on the audit work papers. • Audit outcome/ results are properly recorded • Exceptions identified and raised are adequately supported with reliable evidence that is clear and concise • Exceptions contain practical recommendations and relevant criteria with sufficient detail • Escalations to the next level is actioned and supported with valid reasoning. | <ul style="list-style-type: none"> • Provide accurate and regular feedback to project leader and project manager on audit activities of the assigned projects. | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1 and 2. • Adequately review the draft reports. • Prepares documents with as per the audit methodology /audit standards. • Effectively collaborates on larger written projects with colleagues • Review the engagement letter. • Finalize the draft audit report with reflection of management comments and auditor's response | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3. • Review and approve the draft audit report ensuring clear and concise communication to appropriate parties. • Reports on significant findings in respect of risk, control and corporate governance issues • Review as to whether the draft audit reports are alignment to the audit methodology/ • Standards before submission to the Manager IA / Senior Audit Manager. |
| <p>3. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.</p> | <ul style="list-style-type: none"> • Explain positions orally within municipality on basic audit matters.) • Ensures professional interaction and communication with the clients. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Effectively and appropriately advocates positions orally within municipality on audit as per the audit standards. • Provide guidance to the audit team on goals and objectives of | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Demonstrates effective oral presentation skills. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates effective oral presentation skills for complex and sensitive topics and issues • Effectively and appropriate communicate advocate audit |

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| <p>4. Engagement Management Ability to plan, co-ordinate and control the tasks of self and others to deliver on engagements to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Manages basic engagements to the agreed standards Able to complete engagements within internal audit budget time. Prioritises activities effectively to ensure that tasks are completed within Audit schedules Executes the audit programme as per the audit methodology/standards. Utilises an approved audit tools and techniques. Interprets and analyses information to come to an appropriate audit conclusion of the tests conducted. Scrutinises all documents and critically evaluates information in terms of reliability, validity, completeness, accuracy and timelines. Compiles adequate and concise working papers with appropriately cross | <p>the audit</p> <ul style="list-style-type: none"> Demonstrates competence to communicate effectively with clients | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages resources to achieve the engagement objectives Adheres to project plan for audit engagements Documents the results of the audit steps properly or reviews the adequacy thereof Provides/ensures sufficient and reliable evidence to support proposed conclusions Conducts fieldwork is conducted in a competent and professional manner. Documents or reviews audit step conclusions addressing the audit step objectives Raises exceptions which are adequately supported with reliable evidence or reviews the adequacy thereof Identifies and raises all exceptions based on testing performed or ensures the identification thereof Reflects conduct as stipulated in | <p>outcomes orally on complex and sensitive matters within the municipality. According to the audit methodology and IA Charter.)</p> <ul style="list-style-type: none"> Complete presentations to Audit management, Management and Audit Clients. |
| | | | <ul style="list-style-type: none"> Demonstrates competencies from previous level 1 and 2. Manages multiple engagements to agreed standards Manages engagements that are multi-disciplinary Prioritises multiple resources to meet competing deadlines as per the set standards. Translates objectives into specific plans. Interviews senior management to identify potential engagements. Reviews the adequacy of the audit step results documented. Reviews the sufficiency and reliability of evidence supporting proposed conclusions Reviews the adequacy of working papers complete and cross referencing to supporting documentation Reviews adequacy and professionalism of fieldwork conducted. Reviews audit step conclusions to ensure they address the audit step objectives per the Audit plan. Review exceptions raised to ensure they | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Prioritises multiple resources to meet competing deadlines as per the annual audit plan Complies with budgetary requirements as per the annual audit plan and HLPP Develops and continuously reviews audit project plans |

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| <p>5. Research and Analysis Ability to break an audit problem into component parts, identify key issues, locate authority in the form of statute/policy and compile audit reports to support a position.</p> | <p>referencing to the audit supporting documentation</p> <ul style="list-style-type: none"> Raises exceptions which are adequately supported with reliable evidence. Identifies all exceptions based on audit tests, performed Provides an appropriate root cause, criteria and effect for each exception raised. Proposes practical recommendations that addresses root causes Actions and addresses all coaching notes. Records audit information on applicable audit tool in line with the prescribed methodology and Quality Assurance guidelines | <p>the Audit Charter and IIA Code of Ethics</p> | <p>are adequately supported with reliable evidence.</p> <ul style="list-style-type: none"> Ensures all exceptions were identified and raised based on testing performed Reviews the appropriateness of root cause, criteria and effect for each exception raised Ensures that recommendations are practical and address root causes Identifies control procedures to ensure key risks are controlled and monitored | |
| | <ul style="list-style-type: none"> Identifies relevant issues and facts Collate data according to the audit trends. Applies authority to scope of work. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and analyses complex fact patterns and concepts Identifies additional relevant issues that need to be addressed. Generates practical ideas in accordance with the Code of practice and solutions to address issues presented. Communicates ideas and solutions to supervisor. Complete tasks efficiently, in accordance with audit | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages fact-finding and delegates research to other auditors, giving clear, organised assignments Organises and synthesises work, including the work of others, into a complete, considered analysis. Provides practical advice to clients based on analysis. Prioritises alternative courses of action based on research and analysis | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Critically evaluates analysis prepared by others Develops advice and solutions based on these analysis Communicates advice and solutions clearly to clients and others as per the IA Charter. |

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| <p>6. Advocacy Negotiation The ability to develop and present Internal Audit interests in appropriate forums, presenting and negotiating the best possible outcomes.</p> | <ul style="list-style-type: none"> Understanding basic methods of resolving basic queries received from the client and address minor problems that might occur Advocates complex positions, conclusions and recommendations to supervisors | <p>methodology.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays an understanding of fundamental advocacy and negotiation principles Applies advocacy and negotiation principles toward achieving client objectives Considers the interest of Internal Audit in persuading team members to focus on the successful completion of an audit | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Ascertains the goals and objectives of clients Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved Displays creativity in reaching solutions that accomplish client objectives | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Demonstrates a range of advocacy/negotiating skills and strategies Applies these skills and strategies to obtain optimal results for clients |
| <p>7. Information management The gathering and analysis of data and the management thereof utilising various techniques to best explain the results of the audit process.</p> | <ul style="list-style-type: none"> Obtain/extract data into specific applications, computerised or manual in line with audit scope and objectives, to ensure relevance of data Use the appropriate audit tools to analyse data. Checks data as it is entered for obvious errors | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to conduct analysis of data by accessing and interpreting standardised reports Verify reports to be correct as per the audit methodology. Evaluates and reports on findings using spreadsheets and databases | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to draw conclusions per the IA methodology. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to analyse complex audit outcome per the audit methodology. Evaluates procedures, analyse information and provide conclusions Draft Reports on the results obtained and manage the associated information. |
| <p>8. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> Understands and follows municipality's policies and internal audit policies and the Code of Ethics and Conduct, procedures and IA methodology Understands the mechanism available in municipality to resolve ethical issues. Understands the independence and objectivity | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and evaluates risks involved in alternative courses of action Recommends appropriate course of action to senior auditors/management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Recognises potential conflicts of interest under applicable professional standards Identifies other contentious issues and resolves these Makes preliminary decisions and recommendations on difficult ethical issues Recommends a course of action based upon evaluation of relevant facts, issues | <ul style="list-style-type: none"> Demonstrates and apply competencies from level 1 to 3. Properly resolves ethical, business and issue conflicts Evaluates relevant facts, issues and risks Distinguishes among various options Monitor and take corrective actions/report where |

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| | <p>in performing of engagements with proficiency, professional competence and due care</p> <ul style="list-style-type: none"> • Portrays behaviour of honesty and integrity and ensures confidentiality. • Participate in continuous professional development. • Understands and actively ensures compliance to the rules of conduct as per the Internal Audit Code of Ethics | | <ul style="list-style-type: none"> • Advocates for a recommendation and is able to Demonstrate how that recommendation will achieve desired objectives | <p>applicable</p> <ul style="list-style-type: none"> • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks • Invests in continuous professional development. |
| <p>9. Organisational Awareness The ability to understand the municipality's objectives, and the impact of decisions on the public and the functioning of the various directorates.</p> | <ul style="list-style-type: none"> • Understands the Internal Audit department functions. • Basic knowledge about the municipality. • Basic industry knowledge. • Knowledge of the municipality's priorities and goals • Operates within the municipality's policies and procedures • Applies sector policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and internalizes the municipality's priorities and goals • In-depth knowledge of municipality's policies and procedures • Knowledge and understanding of the municipality's functional directorates • Understands priorities, goals and issues of local government • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to shaping the municipality's specific goals and priorities • Aligns annual/quarterly audit plans and individual audits with municipal goals and objectives • Knowledge of the municipality's functional directorates and understands integration across these. • In-depth knowledge of municipal legislation, policy, practice and code of conduct • Contributes toward addressing the municipality's service delivery challenges. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Contributes to shaping the municipality's sector specific goals and priorities • Knowledge of the municipality's functional directorates and understands strategic integration across these • In-depth knowledge of the municipality's challenges in delivering municipal services |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to stakeholders and role- |

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| <p>contribute to the improvement of municipal processes in order to achieve municipal goals.</p> <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • Manages community expectations within financial, technical and capacity constraints <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <p>players, including the public, probity activities and other assurance provider activities</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement • Awareness / sensitivity around how people and municipality function |
| <p>3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the client's issues and seeks information about their current and future requirements • Supports others to take personal responsibility to deliver excellent customer service | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Takes specific and sustained action to implement the client service vision • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.) | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates personal commitment to the client service vision through own actions and attitudes • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision. |
| <p>4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately |

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| others. | | the audience | <ul style="list-style-type: none"> Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <ul style="list-style-type: none"> Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals (Strategic and Forward Thinking)</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Municipality / Directorates goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focused performance |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management and executive | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Achieves compromise and alignment on strategic issues by using personal influence |

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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares knowledge and information with subordinates • Able to identify own development needs | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has strong subject matter knowledge • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Understands requirements for professional development of Auditors • Able to develop appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Actively involved in the retention and development of talent within the municipality • Leads by example • Develops and implements appropriate development programmes for Auditors • Actively creates development opportunities by crafting roles to best meet the needs of individuals • Constantly on the lookout for training, continuous development and improvement opportunities for Auditors |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and collaborates easily with others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across function boundaries in the respective departments • Encourages team approach to problem solving • Recognises and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members • Fosters a strong sense of team belonging • Contributes towards positive climate within team |

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| | | | | <ul style="list-style-type: none"> Involves and empowers team in setting and achieving goals |
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24. LEGAL

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Assistant Legal Advisor | Legal Advisor | Senior Legal Advisor | Principal Legal Advisor Specialist Advisor |
| KNOWLEDGE | Responsible for assisting in a variety of assigned legal projects and/or duties. Conducts professional legal work under the general direction and supervision of a legal advisor, senior experienced Attorney. May coordinate and facilitate legal matters requiring external legal assistance. | Responsible for handling a variety of moderately complex assigned legal projects. Conducts professional legal work under the general direction, supervision guidance and supervision of an experienced legal advisor. | Performs more complex legal functions independently with minimal supervision. Oversees legal matters requiring external legal assistance. Provides work leadership, functional advice and training to less experienced attorneys. | Monitor, supervise and guide knowledge of the legal advisors. Responsible for handling the most complex legal matters or projects. May be responsible for the supervision of teams of risk/compliance staff. |
| EXPERIENCE | Up to 2 years' experience required | Between 2 and 5 years relevant legal experience required | Between 5 and 8 years relevant legal experience required | 8 years of more relevant legal experience required. |
| QUALIFICATION | A relevant 3 year B-Degree law | A relevant 3 year B-Degree in law | A relevant 3 year B-Degree in law | A relevant 3 year B-Degree in law |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Written | <ul style="list-style-type: none"> Be able to write legal | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies |

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| <p>Communication/Drafting The ability to communicate complex legal information in understandable documents for specific audiences.</p> | <ul style="list-style-type: none"> documents in a clear and concise manner. Interpret complex legal documents and translate them in to simple comprehensible opinions, directives and communication; Proof reads documents accurately with close attention to detail Provide written advice to the Municipality on various legal aspects affecting the Municipality. Ability to draft Service Level Agreements, Memorandums of understanding, reports, opinions and <i>et cetera</i> | <p>from level 1.</p> <ul style="list-style-type: none"> Prepares clear and concise documents that require few modifications Effectively communicates in writing Prepares considered, high quality draft written communications including correspondence, pleadings, legal memoranda, legal opinions and legislation Drafting Legal Opinions on various topics of law Draft various municipal related policies and by-laws; | <p>from level 1 and 2.</p> <ul style="list-style-type: none"> Takes primary responsibility for correspondence, pleadings, legal memoranda, legal opinions and legislation Prepares documents with minimal review by supervising legal practitioner Effectively collaborates on larger written projects with colleagues | <p>from level 1 to 3.</p> <ul style="list-style-type: none"> Takes supervisory responsibility for reviewing and editing less experienced practitioners' work Mentor and guide legal advisors |
| <p>2. Oral Communication The ability to articulate complex legal concepts in an understandable, convincing manner.</p> | <ul style="list-style-type: none"> Expresses views, advice and legal positions effectively and appropriately on straightforward matters both within and outside municipality | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Effectively and appropriately advocates positions orally within municipality on complex matters | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Effectively and appropriately advocates positions orally on complex and sensitive matters both within municipality and outside Demonstrates effective oral presentation skills for discrete topics and issues Advocates capably on behalf of clients and municipality both within and outside the municipality | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> Demonstrates effective oral presentation skills for complex and sensitive topics and issues |
| <p>3. Research and Analysis Ability to break a legal problem into component parts, identify key</p> | <ul style="list-style-type: none"> Ability to research legal concept and topic and translate them into simple | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Understands and analyses | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Supervises and monitors | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> Critically evaluates research |

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| <p>issues, locate authority in the form of statute and case law and compile cogent legal arguments to support a position.</p> | <ul style="list-style-type: none"> comprehensible topic. Identifies various legal problems and resolve them through research and analysis. Researching on various topics of law affecting the municipality; Locates authority and/or case law relevant to the issue Applies authority to the facts at hand Research information in support of the formulation of an approach to disputes | <p>complex legal factual matters and legal concepts</p> <ul style="list-style-type: none"> Track the development of the law, identified through research and provide analysis thereto; Provide practical legal ideas and solutions to address issues presented; Advises and communicates ideas an innovative legal solutions to the municipality Completes tasks efficiently, recognising appropriateness of time and costs | <p>research conducted by subordinates;</p> <ul style="list-style-type: none"> Manages fact-finding and delegates research to other legal practitioners, giving clear, organised assignments Organises and synthesises work, including the work of others, into a complete, considered analysis Provides practical advice to clients based on analysis Prioritises alternative courses of action based on research and analysis | <p>and analysis prepared by subordinates and external attorneys</p> <ul style="list-style-type: none"> Develops reports on advice and solutions provided by subordinates; Communicates advice and solutions clearly to directors, units and sections of the Municipality including Council and its committees. |
| <p>4. Advocacy /Negotiation The ability to develop and present client or Municipality interests in appropriate forums, presenting and negotiation the best possible outcomes.</p> | <ul style="list-style-type: none"> Advocates positions, conclusions and recommendations to supervisors; Assist and support senior legal advisors in presenting and representing municipality in various dispute resolution forums. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays an understanding of fundamental advocacy and negotiation principles Applies advocacy and negotiation principles toward achieving client objectives Represent the municipality in various dispute resolution forums; | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Ascertains the goals and objectives of clients Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved Displays creativity in reaching solutions that accomplish client objectives | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Supervise, monitor and approve legal advisors work in relation to advocacy and negotiation; Demonstrates a range of advocacy/negotiating skills and strategies Applies these skills and strategies to obtain optimal results for clients Advising the municipality on Press Releases through liaison with Public Relations / communications on the contents and legal implications of the contents of the intended press release. |
| <p>5. Ethics and Professionalism</p> | <ul style="list-style-type: none"> Identify and alert the legal | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies |

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| <p>The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> advisors to potential conflicts of interest and follows procedures to deal with conflicts Understands and apply municipal policies, codes and Law Society or Bar disciplinary rules Understands resources available in municipality to resolve ethical issues Identify risks involved and suggest new and alternative courses of action to treat the risk. | <ul style="list-style-type: none"> from level 1. Identifies and evaluates risks involved in alternative courses of action Recommends appropriate course of action to supervising practitioners | <ul style="list-style-type: none"> from level 1 and 2. Recognises potential conflicts of interest under applicable professional standards Identifies other contentious issues and resolves these with clients Fosters a culture of ethical behaviour Makes preliminary decisions and recommendations on difficult ethical issues Recommends a course of action based upon evaluation of relevant facts and issues Advocates for a recommendation and is able to Demonstrates how that recommendation will achieve desired objectives | <ul style="list-style-type: none"> from level 1 to 3. Properly resolves ethical, business and issue conflicts Evaluates relevant facts, issues and risks Distinguishes among various options Prepares and executes effective strategies to achieve desired objectives taking into account relative risks Conduct appeal or review Investigations relating to the conduct of officials / Councillors and/or assisting in approved independent investigations and advising the Municipal Manager/Council on steps to be initiated. |
| <p>6. Organisational Awareness The ability to understand the municipality's objectives, and the impact of legal decisions on the community and the functioning of the various directorates.</p> | <ul style="list-style-type: none"> Understands how the business units, sections and directorates functions Basic knowledge about the municipality (Political and administrative) Basic Industry knowledge Knowledge of the municipality's priorities, goals and objectives Applies sector policies and legislation in undertaking tasks Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and internalizes the municipality's priorities and goals In-depth knowledge of municipality's policies and procedures Understands priorities, goals and issues of local government Understands sector policies and legislation In-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the municipality's sector specific goals and priorities Contributes to shaping the municipality's policies and procedures In-depth knowledge of municipal legislation Contributes toward addressing the municipality's service delivery challenges | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Supervises, guide and monitor legal advisors awareness of local government goals and objectives. |

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| <p>7. Litigation Management The ability to manage legal disputes brought against the municipality through applying legal procedures and managing stakeholders in order to resolve the legal.</p> | <ul style="list-style-type: none"> • Have basic administrative capacity to administer and manage litigation by receiving, recording and managing internal and external legal correspondence, pleadings, summons and any other court papers served on the institution. • Have a basic understanding of the rules of various courts, forums and dispute resolution forums; • Analyses and manages the resolution of minor legal disputes as delegated by legal advisor; | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Analyses and manages the resolution of minor to significant legal disputes • Knowledgeable and understands court systems and magistrate court practices • Engages external service providers (legal firms) representing the municipality and assess options on litigation matters • Engages line departments, under supervision of senior practitioners, to advise on legal proceedings • Recommends a course of action based upon evaluation of relevant facts and issues | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Analyses and manages significant to major legal disputes • Engages and manages external service providers (legal firms) representing the municipality and guide / influence options for approach on litigation matters • Engages line departments to advise on legal proceedings and establish instruction • Recommends and proceed with a course of action based upon evaluation of relevant facts, issues and risks effectively also guiding supervising practitioners • Advocates for a recommendation and is able to Demonstrate how that recommendation will achieve desired objectives • Demonstrates knowledge of the court systems and magistrate court practices • Understands and applies rules of court in presenting evidence and following of litigation procedure | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Analyses and manages major legal disputes and sensitive and high profile matters • Coordinates allocation of work to legal practitioners • Reports on litigation matters to appropriate political structure • Engages and instructs external service providers (legal firms) • Distinguishes among various options available and select appropriate course of action • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks. |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. |

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| <p>maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Convinces others of ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <ul style="list-style-type: none"> Monitor, guide and supervise subordinates in relation to the interpersonal relations; Ability to be both direct and forthright; Be diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement Awareness of how people and municipality function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Structures written documents in a logical framework Captures complex issues clearly and concisely Conveys alternative viewpoints Organises discussions in logical manner Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve</p> | <ul style="list-style-type: none"> Understand the key objectives of municipality's service delivery objective. Commitment to excellence Keeps commitments and promises in undertaking tasks | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public Understands and articulates community needs | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Establishes a collaborative relationship with the community Speaks effectively on service |

| municipal goals. | and meeting deadlines | | Manages community expectations within financial, technical and capacity constraints | delivery matters as required |
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| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Perform their duties with minimal supervision from legal advisors; Take charge of their tasks and manage them effectively; Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Commands respect from peers and subordinates | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 3. Motivates and inspires others Effectively influences senior management and executive Establishes support and projects authority and credibility Uses influence to achieve objectives |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across functional areas Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these |

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| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Willingness to be coached and mentored; Shares knowledge and information with peers | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates Monitor, guide and supervise subordinates skills, performance of the coaching and mentoring competency. Able to identify own development needs and suggest measures to attain them; | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Has strong subject matter knowledge Recognises the need for and provides individuals with guidance on how to handle new or difficult situations Able to identify appropriate training interventions Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <p>goals from the team</p> <ul style="list-style-type: none"> Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focussed performance Demonstrates competencies from level 1 to 3. Actively involved in the retention and development of talent within the municipality Leads by example Actively creates development opportunities by crafting roles to best meet the needs of individuals Constantly on the lookout for training opportunities for subordinates |
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25. LOCAL ECONOMIC DEVELOPMENT

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| <p>LEVELS</p> | <p>1</p> | <p>2</p> | <p>3</p> | <p>4</p> |
| <p>TYPICAL DESIGNATIONS (These are a guideline and</p> | <p>Assistant LAED Officer Assistant Economic Development Officer</p> | <p>LAED Officer Economic Development Officer</p> | <p>Senior LAED Officer Senior Economic Development Officer</p> | |

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| therefore not limited.) | | | | |
| KNOWLEDGE | Local government legislation and constitutional mandate | Local government legislation and constitutional mandate | Local government legislation and constitutional mandate | Local government legislation and constitutional mandate |
| | Community based project and programme management | Community based project and programme management | Community based project and programme management | Community based project and programme management |
| | SCM processes and MFMA requirements | SCM processes and MFMA requirements | SCM processes and MFMA requirements | SCM processes and MFMA requirements |
| EXPERIENCE | Roles of the three spheres of government in economic empowerment and development | Roles of the three spheres of government in economic empowerment and development | Roles of the three spheres of government in economic empowerment and development | Roles of the three spheres of government in economic empowerment and development |
| | Between 0 and 2 years relevant experience | Between 2 and 5 years relevant experience | Between 5 and 8 years relevant experience | Between 5 and 8 years relevant experience |
| QUALIFICATION | Relevant 3 year tertiary qualification | Relevant 3 year tertiary qualification | Relevant 3 year tertiary qualification | Relevant 3 year tertiary qualification |
| | COMPETENCIES | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| | Functional / Professional | | | |
| 1. Research and Analysis | <ul style="list-style-type: none"> Ability to compile data and information to inform the data and analysis components of draft research briefs (Terms | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to work independently and manage the analysis | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to advise, guide and manage research projects | |

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| <p>research and information for decision making.</p> | <p>of Reference).</p> <ul style="list-style-type: none"> Has knowledge of sampling, survey techniques in relation to data analysis from research Able to summarise data derived from research reports and findings. Able to undertake research analysis projects that have limited impact and risk and generally within localised areas of the municipality. Demonstrates understanding of data and data analysis elements in research | <p>components of research projects as assigned</p> <ul style="list-style-type: none"> Able to advise internal stakeholders on the compilation of research briefs (terms of reference) and research design from a data and data analysis perspective Able to advise on sampling frames, research survey methodologies, research instruments, questionnaire design to inform the data collection, processing and analysis components of research. Able to review research data and information and advice on appropriate data analysis methods Able to advise on data and information analysis for research that has a Department and Directorate wide impact and which carry moderate risk to municipal performance. Ability to work, share knowledge and best practices on research data analysis across municipal departments and other municipalities to identify and share critical knowledge on research data analysis | <p>related to research data methodologies, data analyses and results.</p> <ul style="list-style-type: none"> Able to advise internal and external stakeholders on the data, methodology and analysis aspects of research briefs (terms of reference) and research design Able to advise on sampling frames, research methodologies, research instruments, questionnaire design and data analysis to support data collection and analysis linked to research objectives and outcomes. Is aware of internal and external development research and analysis (is networked). Able to review data analysis from research and advise and guide in terms of recommendations Is able to assess research data and make recommendations for the inclusion of the data in the databases. Advise, performs and monitors research data and research data analysis quality control. Able to advise on and |
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| | | <ul style="list-style-type: none"> • Able to deal with some levels of complexity and ambiguity. | <ul style="list-style-type: none"> • manage research analysis components of projects that have a municipality- wide impact and carry high risk to municipal performance. • Able to Identify, solve and monitor unique data analysis issues or problems that have total municipal impact. • Able to deal with high levels of complexity and ambiguity | |
| <p>2. Strategic Planning and Strategy Formulation Ability to understand the process of strategic planning and contribute effectively to strategy formulation.</p> | <ul style="list-style-type: none"> • Demonstrates knowledge of strategy design and implementation process • Ability to distinguish between strategic issues and operational or routine matters • Recognizes the importance of strategic guidance and structured operational implementation | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ability to participate and contribute in strategic planning sessions • Demonstration of insight into interface between various strategies and interventions • Ability to foresee conflict and duplication amongst the array of local, provincial and national policies and strategies | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2, . • Ability to lead and guide multi-stakeholder strategic participatory planning session and implementation • Ability to use a wide range of strategic planning tools and techniques • Ability to identify and analyze external and internal factors impacting on policy and strategy formulation • Demonstrates a deep understanding of the issues at hand and the possible influence or impact of actions/interventions to be taken (both insight and foresight) | |
| <p>3. Programme and Project Management Plans, manages, monitors and evaluates specific activities in order</p> | <ul style="list-style-type: none"> • Demonstrates knowledge of project management theory and implementation • Ability to do project | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ability to compile programme and project implementation | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Ability to produce and lead complex integrated | |

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| <p>to deliver the desired outputs and outcomes.</p> | <p>identification and initiation</p> <ul style="list-style-type: none"> Ability to implement simple action plans for projects | <p>plans</p> <ul style="list-style-type: none"> Ensure role clarification and give direction to team Ability to monitor programme/project implementation and produce progress reports Ability to identify bottlenecks and deviations from implementation plans | <p>programmes/projects</p> <ul style="list-style-type: none"> Ability to coordinate and lead multi-stakeholder teams and interest groups Demonstrates insight into challenges and ability to do problem solving Ability to monitor and evaluate programme/project outcomes and impacts and to develop corrective measures where appropriate | |
| <p>4. Public Consultation The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant to projects Shows confidence in engaging with internal and external stakeholders Communicates effectively Accurately captures details of meetings and proceedings for formal record | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Understands stakeholder decision making structures and processes and designs consultation forums accordingly. Adapts communication content and style according to the audience including managing body language effectively. Displays thorough knowledge of subject matter and is able to simplify to communicate at various levels. Responds to questions with accurate and complete answers Is well organised and ensures that all logistics associated with the public consultation process are addressed. Delivers messages in a | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops well defined communication strategy. Displays thorough understanding of subject matter, of risks, stakeholder dynamics and consultation processes and methodologies. Balances political views with municipal needs when communicating differing viewpoints on complex issues; Ability to read situations and interest positions and to respond appropriately Uses language and style to capture the attention of the audience | |

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| <p>5. Financial Management Maximises the municipality's business senses and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p> | <ul style="list-style-type: none"> • Demonstrates knowledge of financial planning and budget implementation • Ability to allocate budgetary requirements to simple programmes and projects • Ability to implement and monitor spending for simple projects • Recognizes the importance of financial sustainability and prudent financial management systems | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ability to analyze spending and compile progress reports • Ability to produce implementation plans and milestones • Demonstrates a prudent understanding of the Financial legal framework and ensures compliance | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Ability to do multi-year financial planning and risk assessments • Ability to assign priority to budget allocations and to identify the most cost effective implementation methods • Ability to manage resources effectively and optimally • Ability to monitor and evaluate budget spending and impacts and to take corrective measures where needed | <p>manner that gains support, commitment and agreement; Communicates controversial, sensitive messages to stakeholders tactfully; Listens well and is receptive and encourages participation and mutual understanding</p> |
| <p>6. Information Products and Reporting The ability to prepare user friendly, customer orientated and accessible information products and reports of a range of types and formats.</p> | <ul style="list-style-type: none"> • Able to compile and maintain statistical, data and information records • Able to provide data and information and analyses for Municipality and related reporting • Able to draft routine reports using development data and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to provide data, information and trends analyses for Municipality and related reporting • Able to draft reports using development data and information, statistical data, | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to provide data and information, trends analyses and contextual information for Municipality and related reporting • Able to prepare complex reports using quantitative | |

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| <p>7. Socio-Economic/Socio-Political Awareness The ability to be aware of, and take into account contextual, political, public interest and administration service and development issues and concerns, programs, policies and decisions in the understanding, preparation of and</p> | <p>information, statistical data and qualitative information</p> <ul style="list-style-type: none"> • Able to prepare draft fact sheets and similar information products • Able to prepare development information products for wider communication internally and externally • Able to assist with the distribution of development information products via appropriate media • Able to prepare draft presentations | <p>graphs, tables and maps, as well as qualitative information as required</p> <ul style="list-style-type: none"> • Able to prepare a range of information products as may be required • Able to prepare and publish development information products for wider communication internally and externally • Able to ensure distribution of development information products via appropriate media • Able to communicate content of reports, analysis products to internal and external customers • Able to prepare and undertake presentations to Municipality Directorates and Departments and other internal groups | <p>and qualitative development data and information as required</p> <ul style="list-style-type: none"> • Able to advise on and monitor the preparation of a range of information products as may be required • Able to ensure the preparation and publishing of development information products for wider communication internally and externally • Able to ensure distribution of development information products via appropriate media • Able to communicate the content and implications of reports, analysis products to internal and external customers • Able to prepare and undertake presentations to Municipality and external groups | |
| | <ul style="list-style-type: none"> • Demonstrates an awareness of the <ul style="list-style-type: none"> ○ municipal and local government processes • Understands and internalizes the Municipality's priorities and goals • Understands sector policies and legislation | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands Municipality's priorities, goals and issues • Contributes to shaping the Municipality's sector specific goals and priorities and the Municipality's policies and procedures | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Aligns and influences Municipality priorities and projects to support the implementation of strategies. • Displays and applies in-depth understanding of the broader development context and is | |

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| <p>recommendations on information results , outcomes and products.</p> | <ul style="list-style-type: none"> • Able to display in-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> • Able to apply in-depth knowledge of development issues current approaches and able to assess the implications for the Municipality. • Has in-depth knowledge of municipal and sector legislation • Approaches each situation with a clear perception of municipal and political reality. Displays understanding of objectives of addressing past imbalances and the challenges that constrain delivery against these objectives | <p>able to assess the implications for the Municipality</p> <ul style="list-style-type: none"> • Contributes to shaping Municipality, Provincial and National policy on social, economic and development issues. • Has credibility and is able to influence decision-making and planning at a higher level. • Able to input to and influence national norms and standards for development data information and research | |
| <p>8. Planning and Organising The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the Municipality's procedures in order to achieve the tasks, functions and outcomes/results.</p> | <ul style="list-style-type: none"> • Translates project objectives into specific plans • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Measures progress and monitors performance and results | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Develops integrated plans for the work unit and others that interface with the department's budget • Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results • Attends to and manages multiple tasks and details by focussing on key priorities | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Identifies and acts on opportunities to partner with other departments in the Municipality to achieve desired results • Develops partnership agreements that ensures win – win outcomes for all parties • Projects and forecasts short, medium and long term needs for the Municipality | |

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| | <ul style="list-style-type: none"> and delegation to others Develops scenarios on projects Assists others to plan and organise their work | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to identify and analyse existing policies and their implementation and make recommendations of amendments to bring about improvement Able to conceptualise and formulate policy within the national and local government frameworks Able to evaluate the implication of new policy on systems, procedures and budgets Advise leads and coordinates policy formulation, development and monitoring processes Able to advise on the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of the policy Monitors and reports on policy implementation | <ul style="list-style-type: none"> Demonstrates competencies from level 1. In-depth knowledge of urban development policies and their application Is able to identify challenges and opportunities relating to policy formulation and implementation Is able to provide comment and input on the policies and their implementation Able to provide policy formulation advice Able to monitor and provide reports on urban development policies Able to prepare the implications of policies for Municipality urban development, planning and decision making | <ul style="list-style-type: none"> Has working knowledge of urban development policies Able to access and prepare policy summaries Able to draft inputs to policy processes Able to prepare inputs to policy content Able to monitor, track and report on policy development processes | <p>9. Policy Development The ability to formulate, advise on and undertake urban development policy and policy processes to ensure quality policy to guide and inform the achievement of objectives, programmes, projects and decision making.</p> |
| Public Service Orientation | | | | | |
| <p>1. Interpersonal Relationships</p> | <ul style="list-style-type: none"> Relates well to others | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies from | |

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| <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Initiates contact with other people • Displays consideration towards others • Listens effectively and responds appropriately | <p>from level 1.</p> <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Is able to assert his/her opinions | <p>from level 1 and 2.</p> <ul style="list-style-type: none"> • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others convinces others of his/her ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where merited • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships • Ability to be both direct and forthright as well as diplomatic and tactful | <p>level 1 to 3.</p> <ul style="list-style-type: none"> • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication. Responds to questions with accurate and complete answers • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement. Communicates effectively with people at all levels within | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Develops well defined communication strategy. Understands the audience and is able to use appropriate medium to convey or engage target audiences. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Communicates with the media without compromising the integrity of the municipality • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience | <p>Demonstrates competencies from level 1 to 3</p> |

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| | <p>the Municipality</p> <ul style="list-style-type: none"> • Listens well and is receptive and encourages participation and mutual understanding. | <p>issues;</p> <ul style="list-style-type: none"> • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and articulates community needs in sector plans. Is able to quantify community needs and evaluate their implications for the Municipality • Manages community expectations within financial, technical and capacity constraints • Speaks effectively on service delivery matters to the media | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Displays commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders • Is aware of community needs and expectations and understands the processes for integrating these into the Municipality's GIS plans | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Is committed to engaging communities in all aspects relating to service delivery. Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation) • Establishes a collaborative relationship with the community. Is aware of the civic organisations and is able to engage them in service delivery processes. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Displays a customer focus • Is reliable and delivers on time • Establishes rapport with customers • Responds to client needs timeously | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes |

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| | | <ul style="list-style-type: none"> quality; Corrects problems promptly, without being defensive; Supports others to take personal responsibility to deliver excellent customer service; | <ul style="list-style-type: none"> Implements client satisfaction feedback to ensure provision of quality service; Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.); | <p>consistent with the client service vision.</p> |
| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific agenda | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure. Demonstrates calm around adversity | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Persuades political heads to adopt and implement results/outcomes of project. Gains support by capitalizing on understanding of political forces affecting the organization. Able to make unpopular decisions if it is in the best interests of the municipality |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments. Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of |

| | | | Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate | knowledge of team members | expertise and resources |
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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from other municipalities/departments and manage in a competitive environment | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. • Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning | |
| <p>4. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to</p> | <ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; • Defines roles and responsibilities for project team members and clearly | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides a clear sense of purpose and focuses on successful completion of objectives | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Provides advice and guidance on policies; • Acts decisively having assessed the risks | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Monitors the management of risks across multiple projects by examining total resource requirements and assessing | |

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| deliver on the municipal mandate. | communicates expectations | <ul style="list-style-type: none"> Motivates and coaches project teams to achieve highest project results; Seeks mutual benefit/win-win outcomes for all concerned; Inspires staff with own behaviour – “walks the talk”; Complies with statutory requirements and apply policies consistently | <ul style="list-style-type: none"> Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; Initiates and manages change in pursuit of strategic objectives Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals; | impact of projects on the day-to-day operations; <ul style="list-style-type: none"> Monitors policy implementation and puts in place procedures to manage risks. |
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26. MANAGERIAL / LEADERSHIP

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM | Functional/Operational Head / Unit Head / Operational manager | Assistant Manager | Manager: (Function) | Director or Head of Directorate |
| KNOWLEDGE | Functional knowledge of a fixed installation e.g. treatment plant, workshop or area/district/section. Functional knowledge of a unit within a section / section within a branch. Typically would report to the Assistant Manager / Manager. | Functional knowledge of a section within a branch. Typically would report to the manager of a branch within a directorate i.e. Manager: (Function). | Functional knowledge of the management of a branch within a directorate. Typically would report to the Head of a Directorate i.e. Director. | Functional knowledge of the full range of management functions of a directorate |
| EXPERIENCE | Between 2 and 5 years' supervisory / management experience required. | Between 5 and 8 years' supervisory / management experience required. | Between 5 and 8 years' managerial / leadership experience required. | 8 years or more managerial / leadership experience required. |
| QUALIFICATION | A appropriate 3 year tertiary qualification | A appropriate 3 year tertiary qualification | A appropriate 3 year tertiary qualification | A appropriate 3 year tertiary qualification |

| COMPETENCIES | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| <p>1. Financial Management Maximises the municipality's business senses and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p> | <ul style="list-style-type: none"> • Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate • Prepares own budget in line with the strategic objectives of the municipality • Understands the application of financial and legislative policy frameworks of the municipality including the Supply Chain Management policy and process and applies sound procurement management • Takes utmost care to protect municipal assets | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands, analyses and monitors financial reports • Ensures proper records of financial affairs and transactions • Prepares financial reports and guidelines based on prescribed format • Aligns expenditure to budgets and cash flow projections | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages and monitors financial risk • Continuously looks for new opportunities to obtain and save funds • Understands and weighs up financial implications of propositions • Ensures effective utilisation of financial resources • Develops corrective measures/actions to ensure alignment of budget to financial resources • Promotes adherence to sound financial management standards, policies and practices • Has in-depth knowledge of national policy and legislation impacting on municipal finance • Identifies and acts on irregular expenditure and other losses that may constitute a criminal offence | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Sets strategic direction in the allocation of funding based on the utilisation of cost-benefit thinking to established IDP priorities • Evaluates financial impact of strategic decisions across the municipality • Identifies and implements partnerships and explores alternate avenues to achieve financial savings and improved service delivery • Discloses material facts which may influence decisions or actions of Council |
| <p>2. People Management and Empowerment</p> | <ul style="list-style-type: none"> • Assigns clearly defined tasks to subordinates | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. |

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| <p>Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient Seeks opportunities to increase personal contribution and level of responsibility Applies labour and employment legislation and regulations and policies consistently Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches Identifies and harnesses /develops talented employees | <ul style="list-style-type: none"> Gives direction to the team in realising the municipality's strategic objectives Delegates and empowers others to increase contribution and level of responsibility and accountability Able to manage own time/priorities as well as time of colleagues and other stakeholders/service providers Provides opportunities that will enhance a more diverse workforce and equal access to development for all people in the designated groups Recruits, develops and retains talented staff Ensures compliance with the employment equity and Affirmative Action policy and objectives | <ul style="list-style-type: none"> Facilitates team goal setting and problem solving Recognises individuals and teams and provides developmental feedback in accordance with performance management principles Adheres to internal and national standards with regards to HR practices Interacts with organised labour matters Identifies competencies required and suitable resources for specific tasks Displays personal interest in the well-being of colleagues Manages conflict through a participatory transparent approach Drives compliance with the Employment Equity and Affirmative Action policy and objectives | <ul style="list-style-type: none"> Provides insight, assistance and leadership to managers and their subordinates in promoting a culturally and racially integrated workplace Takes active steps to address practices and policies that discriminate against employees on the basis of race, gender, disability or culture Promotes diversity through planned activities aimed at building sensitivity and support for others |
| <p>8. Project and Programme Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <ul style="list-style-type: none"> Organises the team and develop workplans Uses computer software programmes to help manage projects (MS project, etc.) Establishes broad stakeholder involvement and communicates the project status and key milestones | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Defines roles and responsibilities for project team members and clearly communicates expectations Sets and manages service level agreements with contractors Manages multiple projects/programmes | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Motivates and coaches project teams to achieve highest project results Identifies and manages risks to the project by assessing potential risks and building contingencies into project plans Consistently identifies | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Initiates several projects after conducting a strategic analysis of the municipality on the micro and macro levels Persuades political heads to adopt and implement results/outcome of the project Initiates projects that lead to the achievement of the long- |

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| | <ul style="list-style-type: none"> Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) Check quality of work against pre-determined specifications | <ul style="list-style-type: none"> Prioritises multiple resources to meet competing deadlines Manages multiple budgets Manages the contractual aspects, ensuring that all work is performed in accordance to the contract Manages and effects contractual changes and re-negotiates variations in a legally appropriate forum | <ul style="list-style-type: none"> Monitors policy implementation and puts in place procedures to manage risks Conceptualises the long term effects of the desired outcomes of projects Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects of the day-to-day operations | <ul style="list-style-type: none"> Leads and coordinates the translation of policy into action plans Sponsors multiple projects by allocating resources and supports the goals of these projects | <ul style="list-style-type: none"> term strategic objectives of the municipality Leads and coordinates the translation of policy into action plans Sponsors multiple projects by allocating resources and supports the goals of these projects |
| <p>9. Organisational Awareness/Political Impact Drives equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact public interest/concerns.</p> | <ul style="list-style-type: none"> Demonstrates an understanding of the municipal and local government processes Understands and internalizes the municipality's priorities and goals Understands sector policies and legislation In-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Drives equitable service delivery taking into account how service delivery priorities, program policies and decisions impact public interests/concerns Demonstrates an intimate understanding of the capabilities, nature and potential of the service In-depth knowledge of municipality's policies and procedures Understands priorities, goals and issues of neighbouring municipalities and local government | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Approaches each situation with a clear perception of municipal and political reality Contributes to shaping the municipality's sector specific goals and priorities In-depth knowledge of municipal and sector legislation Contributes toward addressing the municipality's service delivery challenges Displays an understanding of the political landscape in which the municipality operates | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Determines and drives alignment of service delivery with the municipality's strategic direction Aligns (influences) municipality priorities and projects to support the implementation of Provincial Growth and Development Strategies Contributes to shaping national policy on service delivery issues Influences national norms and standards for municipal services | |
| <p>10. Knowledge Management Ability to promote the generation and</p> | <ul style="list-style-type: none"> Promotes the importance of knowledge sharing within | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. |

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| <p>sharing of knowledge and learning in order to enhance the collective knowledge of the municipality.</p> | <p>own area</p> <ul style="list-style-type: none"> • Use appropriate information systems to manage municipal knowledge • Uses modern technology to stay abreast of world trends and information • Evaluates information from multiple sources and uses information to influence decisions | <ul style="list-style-type: none"> • Creates mechanisms and structures for sharing of knowledge in the municipality • Nurtures a knowledge-enabling environment • Shares and promotes best practices across the local government sector | <ul style="list-style-type: none"> • Anticipates future knowledge management requirements and systems • Creates a culture of a learning municipality • Works across municipalities to identify and share critical knowledge • Creates and supports a vision and culture where staff feel empowered to seek and share knowledge • Actively participates in fora outside of the municipality where knowledge is generated and shared e.g. professional associations | <ul style="list-style-type: none"> • Establishes partnerships across municipal boundaries to facilitate knowledge management • Strives to ensure that there is a correlation between the work of the municipality and the knowledge strategies |
| <p>11. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks/functional results of the work unit.</p> | <ul style="list-style-type: none"> • Contributes to planning by compiling and collating information from research, surveys and studies • Contributes to the development of the municipality's annual work plans • Organises and plans on a quarterly and annual basis | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Translates objectives into specific plans • Sets short term and longer term business plans and goals and cascades it to the work team and individual performance objectives • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Measures progress and monitors performance and results • Conceptualises options | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets goals and objectives relevant to the function and focuses on the customer's needs • Develops integrated plans for the work unit and others that interface with the department's budget and MTREF (Medium Term Revenue and Expenditure Framework) • Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3plus • Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results • Develops partnership agreements that ensures win-win outcomes for all parties within the applicable legislative framework • Interpret IDP and planning initiatives into specific project requirements • Projects and forecasts short, medium and long term needs for the municipalities |

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| | <ul style="list-style-type: none"> Identifies and allocates resources Develops contingency plans for potential problems Assists others to plan and organise their work | <ul style="list-style-type: none"> Identifies and allocates resources Develops contingency plans for potential problems Assists others to plan and organise their work | <ul style="list-style-type: none"> funding to achieve results Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others Develops scenarios on projects | |
| <p>12. Policy Conceptualisation Ability to translate government objectives and vision into an enabling framework / policy through which to effect service delivery and corporate governance.</p> | <ul style="list-style-type: none"> Has working knowledge of policies and codes of practice Complies with statutory requirements and applies policies consistently | <ul style="list-style-type: none"> Demonstrates competencies from level 1. In-depth knowledge of municipal policies and their application Is able to identify challenges and opportunities relating to policy implementation Is able to provide comment and input on the practical aspects of policy implementation | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement Able to conceptualise and formulate policy within the government frameworks Able to evaluate the implications of new policy on systems, procedures and budgets Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of projects Monitors policy implementation and puts in place procedures to manage risks | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to influence national policy on matters impacting on local government Translates national policy into relevant projects, programmes and policies for the municipality Grasp and articulate the big picture and its implication |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to improve existing and explore and implement new ways of delivering services that contribute to</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Researches needs of clients | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Understands and articulates | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Identifies the need for section |

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| <p>the improvement of municipal processes in order to achieve municipal goals.</p> | <p>tasks and meeting deadlines</p> <ul style="list-style-type: none"> Establishes a collaborative relationship with the community | <ul style="list-style-type: none"> Consults clients and stakeholders on ways to improve the delivery of services Professional in interaction with the general public and stakeholders | <p>community needs in local government plans</p> <ul style="list-style-type: none"> Manages community expectations within financial, technical and capacity constraints Integrates processes, policies and structures across the municipality to achieve improved efficiency and effectiveness Monitors service providers to ensure that service delivery meets the standards set out in the Service Level Agreements and inspires them to improve service standards Identifies and analyses opportunities where innovative ideas can lead to improved service delivery | <p>78 investigations in terms of the Municipal Systems Act (Constantly assess the effectiveness of service delivery models)</p> <ul style="list-style-type: none"> Identifies innovative service delivery options for the municipality Ensures service delivery mechanisms are innovative and fully comply with the Municipal Systems Act and the Municipal Finance Management Act Consults and utilises international best practices on service delivery innovation |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is merited Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Awareness of how people and municipality function |

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| <p>3. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive • Demonstrates personal commitment to the client service vision through own actions and attitudes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the client's issues and seeks information about their current and future requirements • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focussed outcomes (i.e. performance management, resource allocation, etc.) • Supports others to take personal responsibility to deliver excellent customer service | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision • Takes specific and sustained action to implement the client service vision | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Defines a client service vision and how it strategically fits within the municipality • Clearly articulates a municipality vision that supports a client focussed workforce • Aligns the municipal structure and management processes to support the client vision |
| <p>4. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience including managing body language effectively | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Delivers messages in a manner that gains support, commitment and agreement • Communicates effectively with people at all levels within the municipality • Communicates controversial, sensitive messages to stakeholders tactfully • Listens well and is receptive and encourages participation and mutual understanding • Communicates high risk sensitive matters to all relevant stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Develops a well-defined communication strategy • Steers negotiations around complex issues and arrives at a win/win situation • Expresses ideas to individuals and groups both in formal and informal settings to create buy-in • Markets and promotes the municipality to external stakeholders • Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to read situations and interest positions and to respond appropriately • Uses language persuasively with relevant audiences • Lead negotiations and represent the municipality • Coordinates negotiations at different levels within the municipality and externally • Balances political views with municipal needs when communicating differing viewpoints on complex issues • Communicates with the media. |

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| Leadership | | | | | |
| <p>1. Strategic Capability and Leadership Contributes to determining and articulating the vision, sets the direction for the municipality and/or unit and inspires others to deliver on the municipal mandate.</p> | <ul style="list-style-type: none"> Gives direction to the team in realising the municipality's strategic objectives via departmental/units goals Achieves objectives against specified performance measures for the department or unit Defines roles and responsibilities for project team members and clearly communicates expectations | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides a clear sense of purpose and focuses on successful completion of objectives aligned to the IDP Motivates and coaches staff/teams to achieve objectives as contained in the IDP and SDBIP Seeks mutual benefit / win-win outcomes for all concerned Inspires staff with own behaviour – "walks the talk" Complies with statutory requirements and apply policies consistently | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Provides advice and guidance on policies Acts decisively having assessed the risks Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of the goals of the IDP and SDBIPs Initiates and manages change in pursuit of strategic objectives Monitors policy implementation and puts in place procedures to manage risks | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Grasp and articulates the big picture and its implications Maintains a clear focus on the long term goals and arrives at multiple ways of achieving goals Is very forward thinking and produces innovation and has the ability to link ideas in new ways Provides leadership on policy related matters Initiates projects that lead to the achievement of long-term strategic objectives of the municipality | |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Commands respect from peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Demonstrates calm around adversity | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Presents himself or herself well in different settings – public, media or to staff Make decisions, even if unpopular, if it is in the best interests of the municipality | |

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| | | agenda | <ul style="list-style-type: none"> • Mediate conflicts and disagreements | <ul style="list-style-type: none"> • Shows a strength of character maintaining performance under duress and pressure • Advise Senior Management (Section 56/57) to adopt and implement results/outcomes of projects to enable decision making and to gain support at a political level |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates outcomes and develop initiatives to address any gaps in a positive way • Balances the municipality's tasks and goals with subordinates personal and professional needs | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individual's learning style • Sets challenging tasks that stretches individual's abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Formulates and implements appropriate policies to support staff development • Ensures that training policies support the strategy and drive the desired behaviours • Actively creates development opportunities by crafting roles to best meet the needs of managers • Ensure the alignment of the coaching and mentoring processes to meet the strategic objectives of the municipality |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in</p> | <ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Able to manage a multi-disciplinary team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Uses complex strategies such as team assignments, cross training, etc. to promote team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages team approach to problem solving • Recognises and respects the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Seeks an integrated approach to service delivery across other municipal functions |

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| working with others to achieve a shared goal. | <ul style="list-style-type: none"> Shares information and collaborates easily with others Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views) Creates strong morale/team spirit Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> morale and productivity Involves and empowers team in setting and achieving goals Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate Works effectively with people from other municipalities/ departments and manage in a competitive environment | <ul style="list-style-type: none"> value of diverse views Builds team spirit in cohesion across function boundaries in the respective departments | <ul style="list-style-type: none"> Seeks to exploit synergies that may exist with other directorates |
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27. MEDICAL

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Enrolled Nurse Nurse –Enrolled Auxiliary | Professional Nurse Therapist Radiographer | Senior Professional Nurse Clinic Manager Clinical Psychologist Clinical Supervisor: Substance Abuse Clinical Nurse Practitioner Senior Therapist | Clinical Medical Officer Senior Medical Officer Medical Doctor |
| KNOWLEDGE | Performs prescribed clinical procedures | Renders a comprehensive Primary Health Care service | Renders a comprehensive Primary Health Care service including adult curative, or manages a small clinic or a unit within a large clinic (> or = 12 nurses) | Applies a wide range of diagnostic and therapeutic clinical management skills. Manages a large clinic. |
| EXPERIENCE | Entry level /Enrolled with SANC | Between 1 and 3 years' experience | Between 3 and 5 years' experience | Between 5 and 8 years' experience |

| QUALIFICATION | COMPETENCY LEVELS | | | |
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| | 1 | 2 | 3 | 4 |
| | COMPETENCIES | | | |
| | Functional / Professional | | | |
| | Certificate of enrolment with SANC as an Enrolled Nurse. | Diploma / Degree as General Nurse & Midwife. Registration with the SANC. | Diploma/Degree as General Nurse & Midwife. Registration with the SANC. | Diploma/Degree as General Nurse & Midwife. Registration with the SANC. MBCHB |
| 1. Patient Care Provides patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health. | <ul style="list-style-type: none"> Communicates effectively with patients Demonstrates caring and respectful behaviours when interacting with patients and their families Gathers essential and accurate information about patients according to set protocols | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Makes informed decisions about diagnostic and therapeutic interventions based on patient preferences, up-to-date scientific evidence and clinical judgement Develops and carries out patient management plans Counsels and educates patients and their families | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Uses information technology to support patient care decisions and patient education Performs competently all medical procedures considered essential for the area of practice | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Provides health care services aimed at preventing health problems or maintaining health work with health care professionals, including those from other disciplines, to provide patient-focused care |
| 2. Medical Knowledge Demonstrates knowledge about established and evolving biomedical, clinical and cognate (e.g. epidemiological and socio-behavioural) sciences and the application of this knowledge to patient care. | <ul style="list-style-type: none"> Demonstrates an investigative and analytic thinking approach to clinical situations | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Knows and applies the basic and clinically supportive sciences which are appropriate to their discipline Demonstrates the ability to perform complete and appropriately focused exams in a respectful, logical and organised manner Solves clinical problems using deductive reasoning | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Create appropriate diagnostic and therapeutic management strategies for patient with common issues arising for both acute and chronic care needs | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Develop intervention plans based on a understanding of current scientific knowledge as applied to health problems |

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| <p>3. Practice-Based Learning and Improvement Investigates and evaluates patient care services, appraise and assimilate scientific evidence and improve patient care practices.</p> | <ul style="list-style-type: none"> • Understands how medical professionals assist patients in dealing with system complexities by advocating for quality patient care | <ul style="list-style-type: none"> • Performs routine technical procedures • Determine physical diagnosis while recognising specific clinical and ethical issues and using cultural competence with diverse populations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Analyses practice experience and performs practice-based improvement activities using a systematic methodology • Uses information technology to manage information, access on-line medical information and support own education | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Locates, appraises and assimilates evidence from scientific studies related to patients' health problems • Obtains and uses information about population from which patients are drawn • Applies knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Facilitates the learning of students and other health care professionals |
| <p>4. Interpersonal and Communication Skills Demonstrates interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and professional associates.</p> | <ul style="list-style-type: none"> • Demonstrates effective and appropriate verbal, non-verbal and written communication skills in a variety of professional settings | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Creates and sustains a therapeutic and ethically sound relationship with patients • Uses effective listening skills when communicating with patients • Elicits and provides information using effective nonverbal, explanatory, questioning and writing skills • Works effectively with others as | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Demonstrates a commitment to working in collaborative groups in all aspects of health care | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Demonstrates effective communication and people management skills that can be used in a variety of health care settings | |

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| <p>5. Professionalism Demonstrates a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.</p> | <ul style="list-style-type: none"> • Demonstrates sensitivity and responsiveness to patients' culture, age, gender and disabilities | <p>a member or leader of a health care team</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates respect, compassion and integrity • Responsive to the needs of patients and society that supersedes self-interest • Accountable to patients, society and the profession • Demonstrates a commitment to excellence and ongoing professional development | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Demonstrates a commitment to ethical principles pertaining to provision or withholding of clinical care • Ensures maintenance of patient confidentiality • Ensures that informed consent to treatment is obtained | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Promotes respect, compassion and integrity and the responsiveness to the needs of patients and society |
| <p>6. Systems-Based Practice Demonstrates an awareness and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.</p> | <ul style="list-style-type: none"> • Understands how patient care and other professional practices affect other health care professionals, Health Services and the larger society • Understands how elements of the system affect their own practice | <ul style="list-style-type: none"> • Demonstrates all competencies from level 1. • Advocates for quality patient care and assists patients in dealing with system complexities | <ul style="list-style-type: none"> • Demonstrates all competencies from levels 1 and 2. • Practices cost-effective health care and resource allocation that does not compromise quality of care | <ul style="list-style-type: none"> • Demonstrates all competencies from levels 1 to 3. • Knows how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources • Knows how to partner with health care managers and providers to assess, coordinate and improve health care and how these activities can affect system performance |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Convinces others of his ideas without suppressing their | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Ability to be both direct and forthright as well as diplomatic |

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| <p>municipality.</p> | <p>others</p> | <ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <p>views</p> <ul style="list-style-type: none"> Acknowledge merits in others arguments and to incorporate in proposals where it is merited Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <p>and tactful</p> <ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Sensitive to how people and municipality function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates good oral and written communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Structures written documents in a logical framework Captures complex issues clearly and concisely Conveys alternative viewpoints Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at all levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Keeps commitments and promises in undertaking tasks and meeting deadlines Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Engages effectively with general public Understands and articulates community needs in sector plans | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Establishes a collaborative relationship with the community Manages community expectations within financial |

| Management | | | | |
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| | | | <ul style="list-style-type: none"> Manages community expectations within financial and technical constraints | <ul style="list-style-type: none"> and technical constraints Speaks effectively on service delivery matters to the media |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Commands respect from peers and subordinates | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives Effectively influences senior management |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team |

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| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to identify own development needs | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Has strong subject matter knowledge • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Understands requirements for professional development of medical professionals • Able to develop appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives • Organises resources and inspires others towards focussed performance • Demonstrates competencies from levels 1 to 3. • Actively involved in the retention and development of talent within the municipality • Leads by example • Develops and implements appropriate development programmes for medical professionals • Actively creates development opportunities by crafting roles to best meet the needs of individuals • Constantly lookout for training opportunities for medical staff |
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28. METER READERS / INVESTIGATORS

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)</p> <p>KNOWLEDGE</p> | <p>Meter reader / Investigator</p> <p>Basic understanding of usage measurement (meters). Knowledge of the Geographical Area is an advantage though not essential. Works under the direct supervision of a supervisor</p> <ul style="list-style-type: none"> • Reads consumption meters and records volume used by residential and commercial consumers: Inspects meters and connections for defects, damage and unauthorized connections • Indicates irregularities on forms for necessary action by servicing department • Verifies readings to locate abnormal consumption and records reasons for fluctuations • Turns service off for non-payment of charges in vacant premises, or on for new occupants. | <p>Supervisor / Operations Manager</p> <p>Performs administrative functions which require specialised knowledge on meter reading.</p> <ul style="list-style-type: none"> • Supervises and coordinates activities of meter readers • Indicate rates and addresses of new service account • Reviews reports and notifies authorities of attempted diversions, defective meters, and other irregularities • Investigates customer complaints concerning meter readers • Collect Route Books from Meter Readers, check and returns route book to administrative office for billing purposes. | <p>Manager: Meter Reading Unit</p> <p>Specialised knowledge of admin processes and procedures within the Meter Reading and Billing functional area.</p> <ul style="list-style-type: none"> • Manage all the activities of meter reading Teams • Verifies rates and addresses of new service accounts • Reviews reports and submit data for billing capturing purposes • Escalate attempted diversions, defective meters, and other irregularities to relevant units for action • Investigates customer complaints concerning meter reading teams | <p>Unit Head: Billing (Revenue)</p> <p>Specialised knowledge of complex admin processes and procedures within the Meter Reading and Billing functional area as well as Financial Management.</p> <p>Manage all the Meter Reading and Billing Function.</p> <ul style="list-style-type: none"> • Convert the Municipality's Revenue Business Plan into action plans a Meter Reading and Billing Strategy and Action Plans • Oversee the management of all Meter Reading and Billing Activities and implement appropriate Meter Reading Management planning systems and tools in support of Billing Department • Provide expert Meter Reading and Billing solutions and services that align with Revenue Department's business strategy, vision and mission. |

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| | | | | <ul style="list-style-type: none"> Develop and maintain the strategic and annual Meter Reading and Billing management plans aligned with Municipality's budget and in consultation with the Revenue Department. |
| EXPERIENCE | Up to 2 years' meter reading experience | Up to 2 years' related experience | Between 2 and 5 years' experience in the meter reading field including junior supervisory/Team Leader experience | Between 5 and 10 years' experience in meter reading, billing, including junior management experience. |
| QUALIFICATION | Grade 12, and Certificate in Computer Literacy and a valid Driver's licence | Grade 12 and valid Driver's licence essential. | Grade 12 and diploma with managerial experience with a valid driver's licence | Minimum: Diploma/equivalent; in Finance/Accounting/Business Management Ideal: Bachelor's Degree will be an advantage |
| COMPETENCY LEVELS | | | | |
| | 1 | 2 | 3 | 4 |
| COMPETENCIES | | | | |
| Functional / Professional | | | | |
| 1. Written Communication The ability to communicate in writing as appropriate to specific audiences. | <ul style="list-style-type: none"> Reads and understands basic documents Able to follow basic instructions as contained in written communication Able to respond in writing to basic types of communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Able to follow complex instructions as contained in written communication Able to respond in writing to complex types of communication | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the municipality | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Prepares considered, high quality reports for decision-making within the municipality Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work |
| 2. Oral Communication The ability to articulate a message in an understandable and convincing manner. | <ul style="list-style-type: none"> Able to understand basic verbal instructions from superiors, colleagues and community Confirms / clarifies | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Makes self-understood to others, pointing out specific issues or considerations to be | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Interprets complex language / communication Able to communicate complex | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Demonstrates effective oral and presentation skills for complex and sensitive topics and issues |

| | understanding of instructions, thereby avoiding mistakes | taken into account | ideas to others in an understandable way | |
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| <p>3. Business Processes Ability to engage with systems or component processes and make continuous improvements.</p> | <ul style="list-style-type: none"> Follows laid-down procedures diligently Identifies elements in a process that may create bottlenecks and blockages Brings supervisor's attention to bottlenecks and blockages | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Modifies and arranges elements in a process to improve it on an ongoing basis Makes recommendations on improvements to a process or system | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Understands entire process with a view to ongoing improvement Designs processes to address specific issues with input and approval from supervisor / colleagues | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness Ensures that changes are implemented and properly communicated |
| <p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.</p> | <ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis Answers basic questions politely and helpfully | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Gives options for client / stakeholders actions from a range of actions available Follows through on option selected by client / stakeholder within confines of laid down procedure | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Ascertains a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option Follows through on final decision | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option Executes option and accepts consequences and accountability |
| <p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> Follows laid down procedures as prescribed in policy / standard operating procedures Is alert to potential conflicts of interest and follows procedures to deal with these Brings potential issues of conflict to the attention of the supervisor Aware of resources available to resolve ethical issues | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Identifies and evaluates risks involved in alternative courses of action Ab able to identify risks involved in alternative courses of action Recommends appropriate course of action to supervisor | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Is able to identify potential conflicts of interest in terms of regulatory and policy frameworks Identifies contentious issues and resolves these with clients Fosters a culture of ethical behaviour by example Makes preliminary finding and recommends on difficult ethical | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Evaluates relevant facts, issues and risks Distinguishes among various options Resolves ethical and potential conflict of interest issues to conclusion taking into account associated risks |

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| <p>6. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p> | <ul style="list-style-type: none"> Understands how a business unit functions Basic knowledge about the municipality Basic knowledge of the local government environment Knowledge of the municipality's priorities and goals Operates within of the municipality's policies and procedures Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Understands and is able to communicate the municipality's priorities and goals In-depth knowledge of municipality's policies and procedures Understands priorities, goals and issues within local government sector Understands and applies the regulatory framework applicable to local government within specific functional area Knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> Recommends a course of action based upon evaluation of relevant facts, issues and risks In making a recommendation is able to Demonstrate how that recommendation will achieve desired objectives | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities Contributes to shaping the Directorate / Municipality's policies and procedures In-depth knowledge of relevant municipal legislation In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services |
| <p>7. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.</p> | <ul style="list-style-type: none"> Identifies simple problems within a set process Made aware of problems within a set process Solves problems of a basic nature | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Identifies problems in processes Refers problems to supervisor for resolution but offers alternatives or recommendations | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Breaks problems into component parts Understands to whom to refer problematic elements Gets input from team / colleagues as to possible | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Conceptualises possible solutions to problems Weights each solution against best-practice criteria Establishes and executes plans to solve problems engaging |

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| | | | <ul style="list-style-type: none"> others as necessary Ensures implementation and buy-in to the solution | <ul style="list-style-type: none"> solutions Develops alternative solutions and refers to supervisor for approval Follows up on resolution |
| <p>8. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p> | <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule Modifies plans in line with instructions from supervisors Executes tasks according to plan in order of priority, using some discretion | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Plans tasks on a daily basis according to assessment of schedule of activities Executes tasks in order of priority and urgency | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Plans tasks on a monthly basis for self and others Prepares delegated plans for others on a weekly basis Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Prioritises tasks on a daily basis according to an assessment of schedule of activities Executes or delegates tasks to appropriate individuals |
| <p>9. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p> | <ul style="list-style-type: none"> Able to use the basic features of a range of electronic meter reading equipment | <ul style="list-style-type: none"> Demonstrates competencies from level 1 Demonstrates basic computer literacy Able to use advanced features of a range electronic meter reading equipment | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 Understands how to use computer packages to process a range of data requirements Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Able to use advanced features of MS Office packages Able to process data utilising identified computer software packages | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 Understands how to use computer packages to process a range of data requirements Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Able to use advanced features of MS Office packages Able to process data utilising various computer software packages Optimise the use of technology for effective and efficient operations within office |
| <p>10. Data Processing & Analysis Ability to process data and bring out about improvements in the way</p> | <ul style="list-style-type: none"> Enters data into various electronic meter readers Checks data as it is entered | <ul style="list-style-type: none"> Demonstrates competencies from level 1 Able to conduct basic analyses | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Able to analyse complex data | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Able to analyse data using |

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| <p>in which it is processed.</p> | <p>for obvious errors</p> | <p>of data by printing out standardised reports</p> | <p>computerised tools such as MS Office (e.g. Excel, PowerPoint)</p> | <p>through the creation of spreadsheets and databases Able to summarise conclusions to analysis in order to make meaningful decisions</p> |
| <p>11. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Maintains a process checklist covering all detail which might be overlooked Ensure that all information is available in the preparation of documentation | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Monitors meter reading and billing activities Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created by others |
| <p>12. Financial Management Drives optimisation of financial management of the municipality through use of technology, cost control and process optimisation.</p> | <ul style="list-style-type: none"> Understands the impact of meter readings on the municipalities revenue | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Ensures the accuracy of meter reading for billing purposes so that revenue can be correctly collected Understand the impact of accurate meter readings on the residents and business accounts | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Generates and interprets performance indicators Participates in the management and maintenance of information systems | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Explains and evaluates strategic financial billing management issues Manages accounting billing information systems Advises on application of billing planning and control processes in budgeting & costing Participates in the management and maintenance of billing information systems |
| <p>Public Service Orientation</p> | | | | |
| <p>1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.</p> | <ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from previous level Consults clients and stakeholders on ways to improve the delivery of | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Researches needs of clients Understands community needs and supports delivery | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Establishes a collaborative relationship with the community Speaks effectively on service |

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| | | <p>services;</p> <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders | <p>through timeous communication</p> <ul style="list-style-type: none"> Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; Ensures all follow-up activities are completed Ensures that all communication with stakeholders is a two-way process and that technologies and systems designed to support service delivery and client needs are monitored and updated (e.g. website) | <p>delivery matters as required</p> <ul style="list-style-type: none"> Identifies and analyses opportunities where innovative ideas can lead to improved service delivery Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively | <ul style="list-style-type: none"> Demonstrates competencies from previous level Relates to people at all levels of the municipality Acknowledges contributions of others Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Convinces others of ideas without suppressing their views Acknowledges merits in others arguments and incorporates proposals where warranted Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Negotiates skillfully in difficult situations with both internal and external stakeholders Wins concessions without damaging relationships |
| <p>3. Client Orientation and Customer Focus Understands the service needs of a</p> | <ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication | <ul style="list-style-type: none"> Demonstrates competencies from previous level Understands the client's | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Takes specific and sustained | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Demonstrates personal |

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| <p>client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <p>with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive | <p>issues and seeks information about their current and future requirements</p> <ul style="list-style-type: none"> • Supports others to take personal responsibility to deliver excellent customer service | <p>action to implement the client service vision</p> <ul style="list-style-type: none"> • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.) | <p>commitment to the client service vision through own actions and attitudes</p> <ul style="list-style-type: none"> • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. |
| <p>Management</p> | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction | <p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> • Sets out work for others in a well-planned and clear manner • Provides a clear sense of purpose and focuses on successful completion of objectives | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • Monitors the management of multiple tasks and balances priorities and conflicts between tasks • Helps to clarify roles and responsibilities of team members • Delegates task responsibility to others and provide support where necessary. • Puts in place effective controls and monitoring processes to keep informed of issues and results • Moves others to action by translating objectives and goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives. | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • Recognises and rewards those employees (within his/her discretionary authority) whose actions support the attainment of goals and objectives. • Defines roles and responsibilities for team members and clearly communicates expectations • Grasp and articulates the overall municipal strategy and its implications • Maintains a clear focus on the long term goals and produces more than one way of getting there • Initiates and manages change in pursuit of strategic objectives |

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| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and subordinates | <ul style="list-style-type: none"> Demonstrates competencies from previous level Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders | <ul style="list-style-type: none"> Inspires staff with own behaviour – “walks the talk”; Is forward thinking and produces innovative ideas Demonstrates competencies from previous levels Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Is called upon to mediate conflicts and disagreements Able to make unpopular decisions if it is in the best interests of the municipality Shows a strength of character maintaining performance under duress and pressure Uses an in depth understanding of the interactions within a group | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Persuade executive of viewpoints or proposals with assistance of others in authority Appears confident (authoritative & credible) when addressing formal meetings |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Anticipates mistakes and freely offers assistance within the team | <ul style="list-style-type: none"> Demonstrates competencies from previous level Articulates tasks and expectations and sets realistic standards Diagnoses performance | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders |

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| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from previous level Able to manage in a multi-disciplinary team Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate Works effectively with people from other municipalities/ departments | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Involves and empowers team in setting and achieving goals Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members Builds team spirit and cohesion across function boundaries in the respective departments Seeks consensus amongst diverse viewpoints as a | <ul style="list-style-type: none"> Actively involved in the retention and development of talent within the municipality Understands municipal needs and formulates and implements development plans, outlining specific performance measures. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
| | | <ul style="list-style-type: none"> issues and determines appropriate developmental intervention to suit the individuals learning style Sets challenging tasks that stretches individuals abilities and self-confidence Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> underlying causes for non or poor performance and to provide the appropriate support Sets challenging tasks that stretches individuals abilities and self-confidence Actively renews own personal and professional skills and applies them in a productive way in the work environment | <ul style="list-style-type: none"> Actively involved in the retention and development of talent within the municipality Understands municipal needs and formulates and implements development plans, outlining specific performance measures. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |

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| | | | means of building group commitment (as opposed to imposing personal views) | |
| | | | <ul style="list-style-type: none"> Creates strong morale/team spirit | |

29. OPERATIONAL WORKER

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| TYPICAL DESIGNATIONS | Operational Stream, e.g. Workers and Senior Workers | Specialised Operational Stream e.g. Handyman / Senior Handyman | Operators, e.g. Light Equipment Small Plant Operators Mechanical Plant Operators | Drivers, Grade 1 Grade 2 Grade 3 Driver – Special Category Chauffeur |
| KNOWLEDGE | <p>Performs basic, routine functions. Follows basic instructions. Performs basic, routine maintenance.</p> <p>Manual functions eg digging, sweeping, lifting, packing, cleaning, tea-making, operating levers</p> | <p>Handyman repairs, maintains, assembles and disassembles equipment. Minor building and fabricating. Uses appropriate tools.</p> <p>Senior Handyman performs more advanced / multi skilled trade related functions e.g. construction and fabricating. Does not do diagnosis or design.</p> <p>All can work independently or under supervision of an artisan. Handyman / senior could supervise one of more workers.</p> | <p>Operating various plant such lawn mowers, compactors, jack-hammers, small tractors, small compressors, generators, cement mixers, pumps, high-pressure hose, chainsaw, bush-chipper, tractor, hauler or dump-body, compactor land-fill, loader, front-end, fork-lift, aquatic weed harvester, chip spreader, overhead track clamshell crane. Also performs basic maintenance on mechanical plant.</p> | <p>Grade 1 - Performs driving duty of motor car, motor bike, LDV, mini-bus,</p> <p>Grade 2 - medium to heavy vehicles, (e.g. trucks – non-articulated)</p> <p>Grade 3 - heavy vehicles (e.g. articulated trucks)</p> <p>Special category – Heavy vehicles which have specialised lifting or loading equipment and may convey hazardous materials; operate mechanical plant e.g. excavator – hydraulic – crawler; excavator – hydraulic – pneumatic; excavator – drag line, heavy and light grader (final</p> |

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| EXPERIENCE | Between 0 and 1 years' experience required. | Handyman – between 0 and 1 years' experience required Senior Handyman – between 1 and 2 years' experience required | Light Equipment – Between 0 to 1 year Small Plant – Between 0 to 1 year Mechanical Plant – Between 1 to 2 years | Grade 1 – Between 0 and 1 year Grade 2 – Between 1 and 2 years Grade 3 – Between 1 and 2 years Special category – Minimum 3 years relevant |
| QUALIFICATION | Basic literacy. | Minimum Grade 10 | Light Equipment – Basic Literacy at NQF level 1. Departmental Proficiency Test Small Plant – Basic Literacy at NQF level 1. Departmental Proficiency Test Mechanical Plant – Drivers licence code 14 (EB and EC) to code 8 (B). Departmental proficiency test. | Grade 1 - Drivers licence code A and B (Former code 08). Grade 2 - Driver's licence code C, plus a PDP. Grade 3 - Driver's licence code EB and EC, plus a PDP. Special category – Driver's licence code 14 plus proficiency certificate for operating truck mounted equipment NOTE: All drivers require proficiency certificate to drive a municipal vehicle. |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| FUNCTIONAL – Operational and Specialised Operational Streams | | | | |
| 1. Managing Work General labouring activities. Coordinating work with the work schedules of others, i.e. contractors, etc. | <ul style="list-style-type: none"> Performs routine work Takes basic instruction Performs digging, sweeping, lifting, packing, cleaning, tea-making, operating levers Performs basic implements | <ul style="list-style-type: none"> Demonstrates competence in level 1. Performs manual functions. Oversees a group of Workers, to ensure Workers comply with basic instructions. Performs more complex implements | | |
| 2. Work Place Safety | <ul style="list-style-type: none"> Keeps tools safe | <ul style="list-style-type: none"> Demonstrates competence in | | |

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| <p>Safety around the workplace / workspace. Ensures work area and work space is clean.</p> | <ul style="list-style-type: none"> Stores tools | <ul style="list-style-type: none"> Ensures work areas are safe and reports safety issues | <p>level 1.</p> | |
| <p>3. Task Accountability The ability to understand and follow basic instructions and be held accountable for task accomplishment.</p> | <ul style="list-style-type: none"> Understand signs Fill in a timesheet Follow a work-roster | <ul style="list-style-type: none"> Demonstrates competence in level 1. Read a work-roster Lead work according to work roster | | |
| <p>4. Quality Orientation Tools and equipment storage and care. Ensures that tools is secured, stored and used according to specifications.</p> | <ul style="list-style-type: none"> Use tools safely Stores tools safely | <ul style="list-style-type: none"> Demonstrates competence in level 1. Issues tools Complies with basic instructions Oversees workers | | |
| <p>5. Oral Communication Interact with co-workers to coordinate work. Interact with supervisors to receive work assignments.</p> | <ul style="list-style-type: none"> Communicates basic instructions to peers Receive and understand instructions correctly | <ul style="list-style-type: none"> Demonstrates competence in level 1. Communicates more complex instructions to workers Receive and understand instructions correctly | | |
| <p>FUNCTIONAL – Operators</p> | | | | |
| <p>6. Operation Monitoring Watching gauges, dials, or other indicators to make sure a machine is working properly. PLANT OPERATORS</p> <ul style="list-style-type: none"> Small Plant, Light Equipment and Mechanical Plant | <p>Small Plant</p> <ul style="list-style-type: none"> Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating small plant and hand held tools, (e.g. weed-eater, bush-whacker, all lawnmowers, light drills in accordance with laid down instructions. | <p>Light Equipment</p> <ul style="list-style-type: none"> Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating small plant and hand held tools (e.g., a jack hammer, compactors, small tractors, small compressors, generators, cement mixers, pumps, high-pressure hose, | <p>Mechanical Plant</p> <ul style="list-style-type: none"> Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating plant (e.g., tractor, hauler or dump-body, compactor land-fill, loader, front-end, fork-lift, aquatic weed harvester, chip spreader, overhead track clamshell crane. Performs basic maintenance on | |

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| <p>7. Quality Control Analysis Conducting tests and inspections of products, services, or processes to evaluate quality or performance.</p> | <ul style="list-style-type: none"> Ability to perform routine checks on small plant, (e.g. oil levels and tyre pressures). Attends to minor defects | <ul style="list-style-type: none"> Ability to perform more in-depth checks and inspections on light plant, (e.g. general overall quality and usability of equipment. | <ul style="list-style-type: none"> Ability to perform more in-depth inspections on mechanical plant, (e.g. general overall quality and usability of equipment and hydraulic fluid levels) | |
| <p>8. Operation and Control Controlling operations of equipment or systems.</p> | <ul style="list-style-type: none"> Demonstrates discipline specific skills and knowledge in the area of expertise Takes charge of own equipment and tools within an assigned work area | <ul style="list-style-type: none"> Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work. | <ul style="list-style-type: none"> Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work. | |
| <p>9. Troubleshooting Determining causes of operating errors and deciding what to do about it.</p> | <ul style="list-style-type: none"> Takes responsibility for own tools and equipment Performs routine maintenance Report faults or malfunction | <ul style="list-style-type: none"> Takes responsibility for own tools and equipment Performs routine maintenance Report faults or mal-function | <ul style="list-style-type: none"> Takes responsibility for own tools and equipment Performs advanced maintenance and troubleshooting Ability to use all job related equipment Report faults or mal-function Function with minimal supervision | |
| <p>10. Work Place Safety Promotes the principles of Occupational Health and Safety.</p> | <ul style="list-style-type: none"> Adheres to Health and Safety rules Ensures workplace is clean and is maintained in accordance to Health and Safety requirements. Wears all safety clothing and safety equipment. Has general knowledge of the procedures of identifying unsafe conditions, hazardless materials and imminent danger | <ul style="list-style-type: none"> Adheres to Health and Safety rules Ensures workplace is clean and is maintained in accordance to Health and Safety requirements. Wears all safety clothing and safety equipment. Has general knowledge of the procedures of identifying unsafe conditions, hazardless materials and imminent danger | <ul style="list-style-type: none"> Identifies serious violations of mandatory standards Ensures workplace is clean and is maintained in accordance to Health and Safety requirements. Wears all safety clothing and safety equipment. Has advanced knowledge of the procedures of identifying unsafe conditions, hazardless materials and imminent danger | |

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| <p>11. Planning and Organising The ability to plan broad activities within specific timeframes and then to execute these activities according to plan.</p> | <ul style="list-style-type: none"> Plans routine activities in line with a pre-determined work-schedule Ability to analyse roadmaps to develop perceptual, predictive driving decisions Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws | <ul style="list-style-type: none"> Plans work according to established projects Coordinates work within own working team Ability to analyse roadmaps to develop perceptual, predictive driving decisions Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws | <ul style="list-style-type: none"> Plans work according to established projects Coordinates work within broader working teams and working units Ability to analyse roadmaps to develop perceptual, predictive driving decisions Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws | |
| FUNCTIONAL – Drivers | | | | |
| <p>1. Vehicle Safety Preparing the car / truck / bakkie and its occupants for the journey. Make sure the vehicle is safe and roadworthy. Complies with road signals, signage and road markings.</p> <p>DRIVERS</p> <ul style="list-style-type: none"> Grade 1 Grade 2 Grade 3/ Special Category Chauffeur | <p>Driver grade 1</p> <ul style="list-style-type: none"> Safely operate a vehicle (car) in a public traffic system. Making sure the vehicle is safe Move off and drive Use driving procedures and navigate the road system Use instruments and switches | <p>Driver grade 2</p> <ul style="list-style-type: none"> Safely operate a vehicle (minibus /bakkie) in a public traffic system. Making sure the vehicle is safe Move off and drive Use driving procedures and navigate the road system Use instruments and switches | <p>Driver grade 3 / Special Category</p> <ul style="list-style-type: none"> Safely operate a vehicle (truck) in a public traffic system. Making sure the vehicle is safe Move off and drive Use driving procedures and navigate the road system Use instruments and switches | <p>Chauffeur</p> <ul style="list-style-type: none"> Safely operate a special motor vehicle in a public traffic system. Making sure the vehicle is safe to drive and secured from any possible intrusions Move off and drive Use driving procedures and navigate the road system Use instruments and switches |
| <p>2. Driving Behaviour Guiding and controlling the car / truck / bakkie. Using the road in accordance with governing traffic laws. Interacting appropriately with other road-users.</p> | <ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor visibility Makes safe driving decisions | <ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor visibility Makes safe driving decisions | <ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor visibility Makes safe driving decisions Operates vehicle with no | <ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor driving conditions |

| | Operate vehicle with no attachments | Operate vehicle with no attachments | Operate vehicle with no attachments | visibility |
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| <p>3. Learning Orientation Continually reviewing and adjusting driving behaviour. Learn from experience.</p> | <ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules | <ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Exercise good judgement of height, length and weight of vehicle Judge overhead and side clearances and load variances | <ul style="list-style-type: none"> Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with air brakes Ability to operate vehicles with special purpose accessory equipment Ability to determine manner and sequence of loading/unloading cargo (e.g. Construction materials) | <ul style="list-style-type: none"> Makes safe driving decisions Operates vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with special purpose |
| <p>4. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p> | <ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules | <ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Exercise good judgement of height, length and weight of vehicle Judge overhead and side clearances and load variances | <ul style="list-style-type: none"> Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with air brakes Ability to operate vehicles with special purpose accessory equipment Ability to determine manner and sequence of loading/unloading cargo (e.g. Construction materials) | <ul style="list-style-type: none"> Makes safe driving decisions Operates vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with special purpose |

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| | <ul style="list-style-type: none"> involved in an accident Reports defective vehicles to minimise safety risks | <ul style="list-style-type: none"> understanding of procedures to take when involved in an accident Reports defective vehicles to minimise safety risks | <ul style="list-style-type: none"> procedures to take when involved in an accident Reports defective vehicles to minimise safety risks | <ul style="list-style-type: none"> and performs preventative maintenance Displays detailed understanding of procedures to take when involved in an accident Reports defective vehicles to minimise safety risks |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Shows a commitment to excellence and quality Meets deadlines Is friendly and responsive to community members when dealing with service delivery issues | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Engages effectively with the general public and clients Corrects service delivery problems promptly without being defensive | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands and articulates client needs Manages client and business expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Gets on with others Communicates effectively Co-operates with others Appears optimistic and positive | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to establish rapport and relates easily to others Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external clients Wins concessions without damaging relationships | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 |
| <p>3. Communication</p> | <ul style="list-style-type: none"> Able to understand basic verbal | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies from | <ul style="list-style-type: none"> Demonstrates |

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| <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <p>instructions from supervisor and colleagues</p> <ul style="list-style-type: none"> • Checks own understanding of tasks and expectations to avoid making mistakes • Understands basic technical jargon | <p>from level 1.</p> <ul style="list-style-type: none"> • Can translate technical information into terms that are understood by subordinates and customers • Responds to questions with accurate and complete answers | <p>levels 1 and 2.</p> <ul style="list-style-type: none"> • Communicates effectively both verbal and written • Is able to compile routine reports and keeps relevant record for the unit. Uses appropriate style and format to communicate to internal and external clients | <p>competencies from levels 1 to 3</p> |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Good at establishing clear direction • Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Deserving of respect from peers and supervisors | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Makes positive impact and comes across as confident and competent • Motivates subordinates to accomplish tasks and missions • Has credibility with staff | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Tactfully confronts and corrects others when necessary • Fosters team work and collaboration | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Appears willing to learn new ways of doing things | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Understands subordinates limitations • Provides guidance and support where necessary • Understands own development needs • Shares knowledge and information with peers and subordinates | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages 'on-the-job' training and the acquisition of new skills • Anticipates mistakes and freely offers assistance without being overbearing • Monitors progress and gives individuals specific feedback on their performance | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |

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| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Co-operates and works well with others • Shows consideration towards others • Seen to be reliable and dependable | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares information and collaborates easily with others • Shows initiative and confidence in dealing with others • Participates actively as a member of a team | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages team approach to problem solving • Involves others by listening to and fully involving others in team decisions • Recognises and respects the value of diverse views | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |
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30. PLANNER

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> | Assistant Spatial Planning Specialist Junior Spatial Planning Specialist Junior Urban Designer | Spatial Planning Specialist Spatial Planner Urban Designer | Senior Spatial Planning Specialist Senior Spatial Planner Senior Urban Designer | Principal Spatial Planning Specialist Principal Spatial Planner Principal Urban Designer |
| <p>QUALIFICATION</p> | An appropriate professional qualification | An appropriate professional qualification | An appropriate professional qualification | An appropriate professional qualification |
| <p>KNOWLEDGE</p> | Applies basic concepts and knowledge to the Planning function. Could assist more senior planning staff in facilitating processes, liaison | Applies a body of theoretical knowledge to the Planning function. Facilitates the implementation of programs, processes and systems. | Performs the full range of functions required within the Planning discipline. Could supervise a number of staff and/or mentor other Planners or | Plays a wide ranging research, problem solving, design and standard setting role and/or more focused research problem solving |

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| | with clients, and preparing reports and information. Work is closely monitored while still developing proficiency in the planning discipline. | Prepares reports. Could assist a Senior Spatial Planner or Senior Urban Designer. Provides specialist advice to clients. Work is monitored while proficiency has been developed and is currently gaining experience. | Designers. Activities are typically complex; they apply complex analysis to divergent problems with an emphasis on analysis | role. Participates in, plans and leads projects. Supervises and/or coordinates more junior Planning staff High level specialist/consultant or project leader within a Planning Unit |
| EXPERIENCE | Up to one year relevant experience required | Up to three years relevant experience required | Up to five years' relevant experience required | Up to eight years relevant experience |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Spatial Planning Spatial Planning relates to an individual's ability to utilise scientific disciplines, administrative techniques and interdisciplinary coordination to facilitate balanced regional development and the physical organisation of space in support of the municipality's long term strategy | <ul style="list-style-type: none"> Displays an understanding of plans and policies, techniques, methodologies and forms of research that inform policy and plan making. Able to analyse and evaluate the economic, social, historic and environmental factors that shape and | <ul style="list-style-type: none"> Demonstrates competencies from previous level Able to develop/prepare spatial plans. Displays a thorough understanding of the planning theory and principles. Displays detailed understanding of the legal frameworks and political, environmental and | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Able to translate the vision for the municipality into appropriate land use and spatial plans. Creates the planning zones and precincts (public open spaces, green belts, etc.) Able to formulate policy responses to defined | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Is recognised as a specialist or subject matter expert and is sought after to inform intergovernmental (Provincial and National) planning initiatives (Provincial Growth and Development Strategies). Displays |

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| | <p>influence planning responses.</p> <ul style="list-style-type: none"> • Displays sound research ability. Is able to analyse and synthesize knowledge to support planning initiatives. • Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality. | <p>social economic situation within the municipality.</p> <ul style="list-style-type: none"> • Understanding of service delivery issues (housing, water, electrification, roads and storm water) and is able to develop plans that support the municipality in fulfilling its service delivery goals • Develops creative solutions to the municipality's spatial development problems. Is able to analyse planning problems and recommend appropriate course of action. • Identifies implementation opportunities and mechanisms for action areas • Understands and weighs up financial implications of planning propositions | <p>problems. Uses innovative approaches and techniques and researches a range of information sources.</p> <ul style="list-style-type: none"> • Critically analyses and evaluates the impacts of planning proposals on the municipality, and on municipal services plans (WSDP, ITP, WMP, etc.) • Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities • Displays an in-depth knowledge of national policy and legislation impacting on municipal planning. • Displays in-depth understanding of Provincial and National Planning programmes and priorities and is able to translate into planning initiatives for the municipality. (PGDS and other programme | <p>specialist knowledge in areas of planning and has detailed knowledge of regional, provincial and national planning contexts.</p> <ul style="list-style-type: none"> • Able to deal with high levels of complexity and ambiguity and is sought after to lead projects of regional and or national importance. (2010, Olympic bids, urban renewal projects) |
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| <p>2. Urban Design Urban design relates to an individual's ability to create urban settings which are environmentally sustainable, accessible and efficient that are appropriate for the character of the municipality</p> | <ul style="list-style-type: none"> • Displays an understanding of urban design policies, techniques, methodologies and forms of research that inform policy and plan making. • Able to analyse and evaluate the economic, social, historic and environmental factors that shape and influence urban design responses. • Displays sound research ability. Is able to analyse and synthesize knowledge to support planning initiatives. • Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality. | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Ability to methodically investigate, digest, understand and communicate the key features of urban design settings, as well as opportunities and constraints to be considered in urban designs. • Understands user needs, use patterns and other forms of urban design program analysis. (Understands methodologies and processes for use pattern studies, space use analysis, spatial behaviour observation and user needs investigations. • Ability to effectively analyse and interpret study outcomes. • Can develop comprehensive written and graphically illustrated brief to designers and design teams. Can think creatively in | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Able to translate the vision for the municipality into appropriate urban designs. Creates the platform for the development of useful, attractive, safe, environmentally sustainable, economically successful and socially equitable places. • Able to formulate policy responses to defined problems. Uses innovative approaches and techniques and researches a range of information sources. • Critically analyses and evaluates the impacts of urban design proposals on the City, and on municipal services plans (WSDP, ITP, WMP, etc.) • Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Is recognised as a specialist or subject matter expert and is sought after to inform intergovernmental (Provincial and National) planning initiatives (Provincial Growth and Development Strategies). Displays specialist knowledge in areas of planning and has detailed knowledge of regional, provincial and national planning contexts. • Able to deal with high levels of complexity and ambiguity and is sought after to lead projects of regional and or national importance. (2010, Olympic bids, urban renewal projects) |
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| <p>3. Land Use Management Land Use Management relates to an individual's ability to zone land for specific purposes so that they facilitate the achievement of the municipality's environmental, social and economic objectives. It also includes their ability to balance competing interests in monitoring</p> | <ul style="list-style-type: none"> • Conducts self in accordance with organisational values. Undertakes roles and responsibilities in a sincere and honest manner. Displays | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Monitors land use management trends on a district level and is able to identify policy and process | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors land use management trends on a city wide basis and is able to identify policy and process | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Provides technical leadership to planners within the unit. Is seen to be a "thought" leader and remains |
| <p>developing and evaluating solutions to the municipality's urban design requirements.</p> <ul style="list-style-type: none"> • Able to coordinate and integrate urban design processes with other development initiatives and programmes. <p>Understands the integrated nature of service delivery and the systems and procedures.</p> <ul style="list-style-type: none"> • Understands and weighs up financial implications of design propositions • Monitors the implementation of urban design projects. <p>Displays attention to detail in ensuring compliance with design, time and budgetary objectives</p> | <p>established IDP priorities</p> <ul style="list-style-type: none"> • Displays an in-depth knowledge of national policy and legislation impacting on municipal planning. • Displays in-depth understanding of Provincial and National Planning programmes and priorities and is able to translate into planning initiatives for the municipality. (PGDS and other programmes) | | | |

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| <p>and enforcing these zonings</p> | <p>integrity and confidentiality in dealing with sensitive information</p> <ul style="list-style-type: none"> • Provides advice to applicants and developers on land use applications and land use management processes. Displays working knowledge of planning policies and legislation, spatial plans and zoning. Is able to deal with straight forward land use applications within the prescribed frameworks. • Assists in the processing of land use applications. Understands the systems, criteria and decision making structures for processing applications. Applies planning policies and guidelines fairly and consistently in processing applications. • Displays attention to | <p>interventions to support achievement of the municipality's spatial development plans.</p> <ul style="list-style-type: none"> • Understands the planning context and is able to apply this understanding in the evaluation of building and development applications. Has thorough understanding of the planning policies and guidelines. • Is able to apply or use of discretion/ sound judgement in planning applications that fall outside the scope of policies and guidelines. Makes practical recommendations to the appropriate approval structures. • Assists in the development of land use management policies and operational requirements. Displays sound research ability. Is able to analyse and synthesize knowledge | <p>interventions to support achievement of the municipality's spatial development plans. Demonstrates the ability to analyze complex issues and identify a range of practical options and solutions to address the problems or opportunities</p> <ul style="list-style-type: none"> • Displays strong analytical ability and judgment in undertaking research and audits. Has in-depth knowledge of research methodologies and processes and is able to apply these under the appropriate circumstances. • Leads external and internal consultation processes on land use policy issues. Is seen as credible and confident and is able to communicate effectively. Is able to steer discussions on complex issues and arrive at appropriate | <p>abreast of the latest developments and trends in land use management practices.</p> <ul style="list-style-type: none"> • Able to identify and analyse bottlenecks with existing policy implementation and make recommendations to on amendments to bring about improvement. • Able to conceptualise and formulate policy within the national and local government framework. Ability to develop city-wide land use management policies, operational requirements and standardised processes and systems. • Presents and writes technical papers on recruitment, assessment and selection in the municipal environment |
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| | <p>detail. Maintains checklists to ensure that all aspects of an application are complied with in processing applications.</p> | <p>to support planning initiatives.</p> | <ul style="list-style-type: none"> Advises applicants and developers on complex land use development applications and land use management processes. Is able to assess and analyse all relevant factors (social, environmental, economic and political) in making recommendations. Displays in-depth knowledge of municipality's supply chain management policies and processes and is able to review and assess tender documentation for municipality projects. Is objective and has understanding of the technical, financial and other aspects of projects. | |
| <p>4. Information Management The ability to generate, analyse and produce management decision making and planning information and reports effectively and efficiently</p> | <ul style="list-style-type: none"> Shows sound organisational awareness. (Understands the business, particular organisational functions and their role in the | <ul style="list-style-type: none"> Demonstrates competencies from previous level plus Ensures that data is captured in the appropriate format. Displays thorough understanding of the | <ul style="list-style-type: none"> Demonstrates competencies from previous level plus Develops operating rules and procedures for systems. Determines technical specifications for | <ul style="list-style-type: none"> Demonstrates competencies from previous level plus Conceptualises and formulates Information Management policy (GIS Strategy) for the municipality. |

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| | <p>municipality)</p> <ul style="list-style-type: none"> Analyzes existing information and provides information on trends Shows an ability to translate data into meaningful information and respond to requests from line Accurately captures information in the corporate GIS database. Shows attention to detail Demonstrates logical consequential thinking | <p>software, subject matter and of the national standards.</p> <ul style="list-style-type: none"> Analyzes client needs and configures spatial data to produce reports to meet client requirements. Analyzes and interprets data and produces strategic reports for incorporation into executive processes Displays creativity in the presentation of data to meet client requests Tracks trends and provides insight into strategic HR processes Demonstrates the ability to break down complex problems into manageable parts and identify information solutions Anticipates events, situations and incidents that may impact on the operation of the system | <p>systems requirements. Displays an in-depth understanding of the GIS systems, its applications and capabilities. (Manages the municipality's spatial database)</p> <ul style="list-style-type: none"> Analyzes business needs and continuously evaluates the effectiveness of information systems to meet the business requirements. Displays thorough knowledge of business processes and information requirements Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders; | <ul style="list-style-type: none"> Is networked at a national and local government level. Understands regional and national planning requirements. Is well respected and is seen as a credible representative of the municipality at planning forums Monitors trends and developments with regards to information systems and shows an ability to consider implications and consequences for the municipality. Keeps abreast of latest developments within GIS applications. Monitors processes and identifies potential shortcomings of current systems/processes – makes recommendations to alleviate issues. |
| <p>5. Research, Information Analysis and Policy</p> | <ul style="list-style-type: none"> Shows sound organisational | <ul style="list-style-type: none"> Demonstrates competencies from | <ul style="list-style-type: none"> Demonstrates competencies from | <ul style="list-style-type: none"> Demonstrates competencies from |

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| <p>The ability to systematically analyse the municipality's activities and processes with the view to improving alignment with strategic goals and /or its effectiveness and efficiency</p> | <p>awareness. (Understands the business, business processes and the role of departments in achieving the organisation's objectives)</p> <ul style="list-style-type: none"> • Demonstrates logical consequential thinking. Works within a structured environment and with support and is able to undertake projects that have limited impact and risk and generally within localised areas of the organisation. • Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching research projects • Display good oral and written communication skills | <p>previous level plus</p> <ul style="list-style-type: none"> • Works independently and manages research projects that have an impact at a section or directorate level. Deals with projects that have limited risk to organizational performance. • Has detailed knowledge of the municipality's socio-economic and demographic databases and is able to manipulate the data to create reports in the required format. • Develops new ways to solve problems. Looks beyond the obvious and does not stop at the first solution. Probes deeply and considers the risks attached to the interventions • Confidently engages and advises line management on business improvement projects and interventions. Shows a strength of character | <p>previous level plus</p> <ul style="list-style-type: none"> • Monitors and analyses socio-economic and demographic trends and is able to assess the implications for the municipality and make the appropriate recommendations for inclusion in the municipality's planning and policies. • Ensures that the databases are updated with the most current information. Is aware of internal and external research (is networked), is able to assess the research and make recommendations for the inclusion of the data in the municipality's databases. • Deals with high levels of complexity and ambiguity. Manages projects that have a departmental wide impact and carry moderate risk to organisational performance. | <p>previous level plus</p> <ul style="list-style-type: none"> • Deals with high levels of complexity and ambiguity. Manages projects that have a municipality wide impact and carry high risk to organisational performance. • Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders; |
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| | | <p>maintaining performance under duress and pressure</p> | <ul style="list-style-type: none"> Analyzes effectiveness of organisational processes and identifies opportunities for improvement. Develops cost effective and practical research programmes and plans that facilitate improvement in service delivery (identifies and analyses options). Has detailed knowledge of research and survey methodologies. Establishes support and projects authority and credibility. Engages line and executive managers on research strategies and facilitates the executive decision making on the change agenda of the department | |
| <p>6. Knowledge Management Ability to promote the generation and sharing of knowledge and learning in order enhance the collective knowledge of the municipality</p> | <ul style="list-style-type: none"> Promotes the importance of knowledge sharing within own area; Uses appropriate information systems to manage municipality knowledge Uses modern | <ul style="list-style-type: none"> Demonstrates competencies from previous level Creates mechanisms and structures for sharing of knowledge in the municipality Nurtures a knowledge-enabling environment Shares and promotes | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Develops, implements and monitors IKM framework, policy and strategy. Understands business processes, information requirements and | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Establishes partnerships across municipal boundaries to facilitate knowledge management; Strives to ensure that there is a correlation |

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| | <p>technology to stay abreast of world trends and information;</p> <ul style="list-style-type: none"> Evaluates information from multiple sources and uses information to influence decisions; | <p>best practices across the local government sector</p> | <p>knowledge management systems.</p> <ul style="list-style-type: none"> Displays knowledge of best practice, is able to assess the implications for the municipality, and make appropriate recommendations of their adoption. Plans, develops and manages systems and processes for the facilitation of corporate information and knowledge resources sharing. Anticipates future knowledge management requirements and systems; Creates a culture of a learning organization. Works across municipalities to identify and share critical knowledge Creates and supports a vision and culture where staff feel empowered to seek and share knowledge | <p>between the municipality and the knowledge strategies</p> |
| <p>7. Public Consultation The capacity to listen attentively, grasp issues, present information in a clear manner</p> | <ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant | <ul style="list-style-type: none"> Demonstrates competencies from previous level | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>and respond appropriately to verbal and written communication of others</p> | <ul style="list-style-type: none"> to projects Shows confidence in engaging with internal and external stakeholders Communicates effectively Accurately captures details of meetings and proceedings for formal record | <ul style="list-style-type: none"> Understands stakeholder decision making structures and processes and designs consultation forums accordingly. Adapts communication content and style according to the audience including managing body language effectively. Displays thorough knowledge of subject matter and is able to simplify to communicate at various levels. Responds to questions with accurate and complete answers Is well organised and ensures that all logistics associated with the public consultation process are addressed. Delivers messages in a manner that gains support, commitment and agreement; Communicates controversial, sensitive messages to stakeholders tactfully; | <ul style="list-style-type: none"> Develops well defined communication strategy. Displays thorough understanding of subject matter, of risks, stakeholder dynamics and consultation processes and methodologies. Balances political views with organisational needs when communicating differing viewpoints on complex issues; Ability to read situations and interest positions and to respond appropriately Uses language and style to capture the attention of the audience | |
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| <p>8. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p> | <ul style="list-style-type: none"> • Translates project objectives into specific plans • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Measures progress and monitors performance and results | <ul style="list-style-type: none"> • Listens well and is receptive and encourages participation and mutual understanding • Demonstrates competencies from previous level • Sets short term and longer term project plans and cascades it to the work team and individual performance objectives • Conceptualizes options of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results • Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others • Develops scenarios on projects • Assists others to plan and organise their work | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results • Develops partnership agreements that ensures win – win outcomes for all parties • Projects and forecasts short, medium and long term needs for the municipality |
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| <p>9. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p> | <ul style="list-style-type: none"> • Builds due dates into assignments, tasks and delegations • Effectively communicates milestones and expected results • Asks questions to obtain relevant information; • Ensure that all details of a project are accomplished. • Keeps track of many small details without forgetting any | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Reviews progress and shares information; gets feedback on results from those directly involved. • Is able to get more things done whilst using fewer resources to achieve this • Can execute by mobilizing activities simultaneously and not duplicating • Consistently attains targets and goals as planned • Delivers activities and plans as scheduled | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Establish a system to follow up on projects/tasks/assignments • Sets up feedback mechanisms in order to monitor work in progress • Maintains a project checklist covering all detail which might be overlooked • Notices errors or problems prior to projects being completed • Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. • Gathers information on the probability of success and the consequences of failure | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
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| <p>10. Socio-Economic/Socio-Political Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns</p> | <ul style="list-style-type: none"> • Demonstrates an understanding of the organisational and local government processes; • Understands and internalizes the municipality's priorities and goals • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Understands priorities, goals and issues of neighbouring municipalities • Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns. • Demonstrates an intimate understanding of the capabilities, nature and potential of the service; • In-depth knowledge of municipality's policies and procedures | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Approaches each situation with a clear perception of organisational and political reality. • Displays understanding of objectives of addressing past imbalances and the challenges that constrain delivery against these objectives • Contributes to shaping the municipality's sector specific goals and priorities and the municipality's policies and procedures • In-depth knowledge of municipal and sector legislation | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Aligns (influences) municipality priorities and projects to support the implementation of Provincial Growth and Development Strategies. • Understands broader planning context and is able to assess the implications for the municipality • Contributes to shaping national policy on social, economic and environmental issues • Has credibility and ability to influence policy making at a higher level. Influences national norms and standards for municipal services |
| <p>11. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p> | <ul style="list-style-type: none"> • Shows confidence in engaging with internal and external stakeholders • Communicates effectively • Shows consideration when working with | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Establishes clear mandate for negotiations • Collects and analyses information from | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Understands the issues and positions of the parties to the negotiation and seeks a win-win solution | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains |

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| | <p>others</p> <ul style="list-style-type: none"> • Accurately captures details of meetings and proceedings for formal record • Is able to analyse and apply the terms of agreements • Shows high levels of integrity and confidentiality in dealing with sensitive information | <p>relevant sources to understand the issues and positions of all parties to the negotiation</p> <ul style="list-style-type: none"> • Understands negotiation methodology and processes • Negotiates objectively and focuses interaction on the relevant issues • Builds common ground by pointing out areas of agreement, focuses efforts by pointing out areas of disagreement | <p>through a give and take process</p> <ul style="list-style-type: none"> • Wins concessions without damaging relationships • Can be direct, but still maintains a high degree of diplomacy and politeness • Stays focussed on resolving the deadlocks and avoids personal issues and attacks • Presents and seeks practical, fair and equitable solutions or positive course of action • Ensures that all parties are aware of agreements and required actions when the issues are resolved | <p>the relationships</p> <ul style="list-style-type: none"> • Ensures that all parties are aware of agreements and required actions when the issues are resolved |
| <p>12. Policy Conceptualisation Ability to translate the National and Local Government objectives and vision into an enabling framework through which to effect service delivery and corporate governance</p> | <ul style="list-style-type: none"> • Has working knowledge of policies and codes of practice • Complies with statutory requirements and applies policies consistently | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • In-depth knowledge of organisational policies and their application • Is able to identify challenges and opportunities relating to policy implementation • Is able to provide | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement • Able to conceptualise and formulate policy | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| | | comment and input on the practical aspects of policy implementation | <p>within the national and local government frameworks</p> <ul style="list-style-type: none"> • Able to evaluate the implication of new policy on systems, procedures and budgets • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; • Monitors policy implementation and puts in place procedures to manage risks. | |
| Public Service Orientation | | | | |
| <p>3. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality</p> | <ul style="list-style-type: none"> • Relates well to others • Initiates contact with other people • Displays consideration towards others • Listens effectively and responds appropriately | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Relates to people at all levels of the | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Accurately captures others' ideas and concerns • Encourages and considers inputs of others • Convinces others of his/her ideas without suppressing their views | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when |

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| <p>4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication. Responds to questions with accurate and complete answers • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement. Communicates | <p>organisation</p> <ul style="list-style-type: none"> • Shows confidence in engagement with internal and external stakeholders • Is able to assert his/her opinions | <ul style="list-style-type: none"> • Acknowledges merits in others arguments and incorporates proposals where merited • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships • Ability to be both direct and forthright as well as diplomatic and tactful | <p>not in agreement</p> |
| | | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Develops well defined communication strategy. Understands the audience and is able to use appropriate medium to convey or engage target audiences. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with organisational needs when communicating differing viewpoints on | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | |

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| <p>5. Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals</p> | <p>effectively with people at all levels within the municipality</p> <ul style="list-style-type: none"> • Listens well and is receptive and encourages participation and mutual understanding • Displays commitment to excellence. • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders • Is aware of community needs and expectations and understands the processes for integrating these into the municipality's spatial planning. | <p>complex issues;</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Is committed to engaging communities in all aspects relating to service delivery. • Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation) • Establishes a collaborative relationship with the community. Is aware of the civic organisations and is able to engage | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Articulates and needs in sector plans. Is able to quantify community needs and evaluate their implications for the municipality • Manages community expectations within financial, technical and capacity constraints • Speaks effectively on service delivery matters to the media | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
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| | | them in service delivery processes | | |
| <p>6. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner</p> | <ul style="list-style-type: none"> • Displays a customer focus • Is reliable and delivers on time • Establishes rapport with customers • Responds to client needs timeously | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; • Supports others to take personal responsibility to deliver excellent customer service; | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; • Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.) | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. |
| Management | | | | |
| <p>1. Impact and Influence</p> | <ul style="list-style-type: none"> • Makes positive | <ul style="list-style-type: none"> • Demonstrates | <ul style="list-style-type: none"> • Demonstrates | <ul style="list-style-type: none"> • Demonstrates |

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| <p>The ability to inspire a positive attitude in others and be able to influence others effectively</p> | <p>impact and comes across as confident professional</p> <ul style="list-style-type: none"> Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority | <p>competencies from previous level</p> <ul style="list-style-type: none"> Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific agenda | <p>competencies from previous levels</p> <ul style="list-style-type: none"> Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure Demonstrates calm around adversity | <p>competencies from previous levels</p> <ul style="list-style-type: none"> Persuades political heads to adopt and implement results/outcomes of project. Gains support by capitalizing on understanding of political forces affecting the organization. Able to make unpopular decisions if it is in the best interests of the organisation |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others | <p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity Involves and empowers team in setting and achieving goals | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Builds team spirit and cohesion across function boundaries in the respective departments. Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise |

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| | | <ul style="list-style-type: none"> • Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate • Works effectively with people from other organisations/departments and manage in a competitive environment | | and resources |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential</p> | <ul style="list-style-type: none"> • Shows knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the organisation | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Understands organisational needs and formulates and implements development plans, outlining specific performance measures. • Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning |

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| | | | <p>applies them in a productive way in the work environment</p> <ul style="list-style-type: none"> Encourages self-reliance and allows staff to make and learn from mistakes | |
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31. PLANS EXAMINER

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Plans Examiner | Senior Plans Examiner | Principal Plans Examiner | Chief Plans Examiner |
| KNOWLEDGE | Knowledge and implementation of the NBR and SANS Code regulations and requirements Up to 2 years | Knowledge and implementation of the NBR and SANS Code regulations and requirements Between 2 and 5 years | Knowledge and implementation of the NBR and SANS Code regulations and requirements Between 5 and 8 years | Knowledge and implementation of the NBR and SANS Code regulations and requirements More than eight years including supervisory experience |
| EXPERIENCE | | | | |
| QUALIFICATION | Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB | Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB | Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB | Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Patrol, Enforcement and Emergency Response | <ul style="list-style-type: none"> Ability to pre-empt or respond to safety and security | <ul style="list-style-type: none"> Demonstrates competencies from previous level | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates all competencies from all |

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| <p>Responding to safety and security problems.</p> | <ul style="list-style-type: none"> • problems related to building development • Assessing and scrutinising building development applications as determined by the supervisor in terms of complexity • Ensuring that submissions are complete • Checking and assessing fee calculations • Carrying out any building development related activity as assigned by the supervisor | <ul style="list-style-type: none"> • Ability to pre-empt or respond to safety and security problems related to building development • Assessing and scrutinising building development applications as determined by the supervisor in terms of complexity • Ensuring that submissions are complete • Checking and assessing fee calculations • Carrying out any building development related activity as assigned by the supervisor | <ul style="list-style-type: none"> • Ability to pre-empt or respond to safety and security problems related to building development • Assessing and scrutinising building development applications as determined by the supervisor in terms of complexity • Ensuring that submissions are complete • Checking and assessing fee calculations • Carrying out any building development related activity as assigned by the supervisor | <p>previous levels</p> |
| <p>2. Community and Customer Focus Adhere to a customer centric approach when liaising around building applications.</p> | <ul style="list-style-type: none"> • Demonstrates the ability to discuss the concerns about progress on a building application submission • Ability to advise the public on shortcomings of a building plan submission • Liaising with the customer interface section in order to ensure that all relevant departments timeously provides comment | <ul style="list-style-type: none"> • Demonstrates competencies from the previous level • Demonstrates the ability to discuss the concerns about progress on a building application submission • Ability to advise the public on shortcomings of a building plan submission • Liaising with the customer interface section in order to ensure that all relevant departments timeously | <ul style="list-style-type: none"> • Demonstrates competencies from the previous levels • Demonstrates the ability to discuss the concerns about progress on a building application submission • Ability to advise the public on shortcomings of a building plan submission • Liaising with the customer interface section in order to ensure that all relevant departments timeously | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |
| <p>3. Problem Solving Considers a number of options in solving problems.</p> | <ul style="list-style-type: none"> • The ability to plan broad activities within specific timeframes and then to execute these activities according to plan, ie relating to plans, wayleaves, permits and | <ul style="list-style-type: none"> • The ability to plan broad activities within specific timeframes and then to execute these activities according to plan, ie relating to plans, wayleaves, permits and | <ul style="list-style-type: none"> • The ability to plan broad activities within specific timeframes and then to execute these activities according to plan, ie relating to plans, wayleaves, permits and | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |

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| <p>4. Administration Complete general administration is support of the building applications received.</p> | <p>work programmes.</p> <ul style="list-style-type: none"> • Checking all the modules on the Building Plan Tracker System • Relaying progress on submissions • Advising applicants on the technical requirements of the relevant legislation • Performs general administrative duties as assigned | <p>work programmes.</p> <ul style="list-style-type: none"> • Checking all the modules on the Building Plan Tracker System • Relaying progress on submissions • Advising applicants on the technical requirements of the relevant legislation • Performs general administrative duties as assigned | <p>work programmes.</p> <ul style="list-style-type: none"> • Checking all the modules on the Building Plan Tracker System • Relaying progress on submissions • Advising applicants on the technical requirements of the relevant legislation • Performs general administrative duties as assigned | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships</p> | <ul style="list-style-type: none"> • The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> • The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> • The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |
| <p>2. Service Delivery Orientation</p> | <ul style="list-style-type: none"> • The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals | <ul style="list-style-type: none"> • The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals | <ul style="list-style-type: none"> • The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |
| Management | | | | |
| <p>1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |

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| <p>2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals | <p>collaborates easily with others</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Good at establishing clear direction • Sets out team goals providing clear sense of purpose | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Shares knowledge and information with peers and subordinates • Able to identify own development needs | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Has strong subject matter knowledge • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Able to identify appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |
| <p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Commands respect from peers and managers | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers and subordinates | <ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels |

32. PRINTING SERVICES

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Reprographics Assistant | Printing Press Operator Machine Operator | Admin Officer: Printing Reprographics Supervisor | Manager: Printing Services |
| KNOWLEDGE | Performs tasks associated with the transportation of mail/correspondence within the Municipal Region. Undertakes tasks associated with the collection, batching and distribution of mail and other related correspondence. Works independently under general instruction. Sort, bind and group documents together as per request from line department. Provide general office support | Activities associated with mass production of documents and Council Agendas. Attend to the line department's documents and requirements according to instructions to deliver an acceptable printing service. | All administrative functions pertaining to the division. Has operational control and responsibility over the day to day running of the printing services and supervises operators. Communicates activities and ensure that mass production of documents is done correctly and of a good quality. Ensure that deadlines are met. Exercise control on maintenance of machines. Works independently with regular report-backs to the Manager. | Knowledge of administrative as well as printing function and the management thereof. Has operational control and responsibility over all assets in the division. Responsible for general administrative duties, including the budget. Manages administrative and operational staff Works independently within works/ maintenance program and reports to the relevant GM. More than 5 years' experience in management. |
| EXPERIENCE | 6 months relevant experience required | Between 1 and 2 years' relevant experience required | Between 3 and 5 years' relevant supervisory experience required. | |
| QUALIFICATION | Basic numeracy and literacy Code EC driving licence PDP | Grade 11 | Grade 12 Computer literacy National Certificate: Printing & Manufacture of Packaging | Appropriate B Degree or three year qualification |

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| COMPETENCIES | | | |
| COMPETENCY LEVELS | | 1 | 2 |
| | | Functional / Professional | |
| | | 3 | 4 |
| <p>1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.</p> | <ul style="list-style-type: none"> Remain focused on tasks at hand Plan activities and prevent irrelevant issues or distractions from interfering with work completion Delivers documents to line departments soon after completion | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitor and control activities by maintaining log of work, production and maintenance Able to prioritize tasks Identify more critical and less critical tasks and adjust priorities when needed Prioritize to meet deadlines | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Clearly communicate expectations to subordinates Provide guidance and instruction when delegating Plan ahead to ensure that equipment and materials are available and in working condition to perform tasks effectively Make contingency plans <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Establish appropriate procedures to keep informed of issues and results Ensure high-priority work is accomplished within required timelines. |
| <p>2. Problem solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p> | <ul style="list-style-type: none"> Remains focused on task at hand Check quality of work against pre-determined specifications Initiates action to correct quality problems Understands potential impact of problems to own working environment Deals with clearly defined problems that are task specific Determines root causes of problems and evaluates whether solutions address root causes Involves the appropriate people, to resolve complex task related problems | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors and controls activities by maintaining a log of work, production, or maintenance Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Consistently identifies appropriate resources for a variety of assignments Provide guidance and instruction when delegating Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively Makes contingency plans <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) Establishes appropriate procedures to keep informed of issues and results Ensures that high-priority work is accomplished within required timelines Allocates task responsibility in appropriate areas to |

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| <p>3. Work Place Safety The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.</p> | <ul style="list-style-type: none"> • Display knowledge of all related safety or security regulations • Is aware of coworkers' safety in the workplace • Understand how to use and operate safety equipment • Is aware of the hazards of working with dangerous materials | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies safety issues and problems—Detects hazardous working conditions • Is alert to unsafe work conditions • Reports and/or correct s work conditions and safety problems; checks equipment and/or work area regularly | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Monitors and recommends corrective action – monitors safety or security issues after taking corrective action and ensures continued compliance • Identifies and resolves potential safety problems or unsafe work practices • Reports accidents to immediate superior immediately | <p>appropriate individuals</p> <ul style="list-style-type: none"> • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints, or deadlines • Puts preventative measures in place to ensure that problems do not recur in the future • Probes deeply and considers consequences and risks attached to actions and the impact of solutions |
| <p>4. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with</p> | <ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule. • Focuses on the short to medium tasks on a project basis • Identifies resource requirements | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Performs scheduled tasks within time allocated • Identifies and allocates | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets goals and objectives relevant to the function and focuses on the customers' | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Taps into the resources of other units and |

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| <p>associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p> | <p>for undertaking specific tasks.</p> <ul style="list-style-type: none"> • Able to understand basic verbal instructions from supervisor and colleagues • Checks own understanding of tasks and expectations to avoid making mistakes • Understands basic technical jargon | <p>resources relevant to tasks and control of the necessary equipment, tools, machinery, to undertake the work</p> <ul style="list-style-type: none"> • Responsible for the deployment and control of the necessary equipment, tools, machinery, to undertake the work | <p>needs</p> <ul style="list-style-type: none"> • Develops integrated plans for the work unit and others within the functionality • Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others • Draws up maintenance and preventative maintenance programmes | <p>departments to achieve results</p> <ul style="list-style-type: none"> • Projects and forecasts short, medium and long term needs for the operations falling under his/her control • Develops contingency plans for potential problems affecting the unit |
| <p>5. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Can translate technical information into terms that are understood by subordinates and customers • Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Communicates effectively both verbal and written • Is able to compile routine reports and keeps relevant record for the unit. Uses appropriate style and format to communicate to internal and external clients | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Ability to read situations and interest positions and to respond appropriately • Communicates complex and technical information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 • Extensive knowledge of printing and copying principles, procedures, concepts, practices and equipment to perform a variety of specialized tasks/functions and to train |
| <p>6. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p> | <ul style="list-style-type: none"> • Ability to identify and understand the tasks relating to dispatch of documents and correspondence | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the operations underpinning the specific job • Has the ability to identify task specific problems and analyze all factors that influence the solution • The ability to fully develop the preferred solution to the problem | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Ability to make judgement decisions on issues falling outside of the operating rules and procedures • Anticipates events, situations and incidents that may impact on the operation • Ability to assess practicality of | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 • Extensive knowledge of printing and copying principles, procedures, concepts, practices and equipment to perform a variety of specialized tasks/functions and to train |

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| | | | <p>technical specifications for systems and process requirements</p> <ul style="list-style-type: none"> • Uses discretion in situations of deviation from operational assumptions • Identifies and implements corrective action on routine tasks and within the authority delegated at this level | <p>others.</p> |
| <p>7. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p> | <ul style="list-style-type: none"> • Checks mail or correspondence and documents thoroughly to ensure timely delivery to clients • Follows instructions for assigned tasks | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Checks printing work requests to ensure accuracy before and after printing • Ensures all details of a task are accomplished • Checks against standards and regulations | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Maintains a project checklist covering all detail which might be overlooked • Ensure that all information is available in the preparation of documentation | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors and evaluates quality of printing jobs • Checks against standards and regulations and signs off on documents • Accurately reviews documents and edits documents created by others |
| Public Service Orientation | | | | |
| <p>1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.</p> | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence. • Keeps commitments and promises in undertaking tasks and meeting deadlines. • Corrects service delivery problems promptly without being defensive. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Researches needs of clients. • Consults clients and stakeholders on ways to improve the delivery of services. • Acts professionally in interaction with clients and stakeholders. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Ensures all follow-up activities are completed. • Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards. • Creates a climate of service delivery excellence for unit. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Ensures that all communication with stakeholders is a two-way process. • Ensures that technologies and systems designed to support service delivery and client needs are |

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| <p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Is able to establish rapport and gets on with others. • Communicates effectively. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality. • Acknowledges contributions of others. • Shows confidence in engagement with internal and external stakeholders. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Accurately captures others expectations, ideas and concerns. • Encourages and considers inputs of others. • Convinces others of ideas without suppressing their views. | <ul style="list-style-type: none"> • monitored and updated. • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. • Consults and utilises international best practices on service delivery innovation. |
| | | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Acknowledges merits in others' arguments and incorporates proposals where merited. • Negotiates skillfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationships. • Is able to be direct and forthright as well as diplomatic and tactful. • Handles sensitive one-on-one discussions effectively (does not disclose sensitive information). • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement. | | |

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| <p>3. Client orientation and customer focus Understands the service needs of a client/customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and exceeding client needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served. • Takes personal responsibility for providing excellent service quality. • Corrects problems promptly, without being defensive. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Supports others to take personal responsibility to deliver excellent customer service. • Understands the client's issues and seeks information about their current and future requirements. • Takes specific and sustained action to implement the client service vision. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Demonstrates personal commitment to the client service vision through own actions and attitudes. • Maintains clear communication with clients regarding mutual expectations. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions. • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. • Ensures response times are quick. |
| Management | | | | |
| <p>1. Leadership The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides guidance to others and focuses on successful completion of objectives. • Motivates self and others to produce quality work within deadline. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets out work for others in a well-planned and clear manner. • Helps to clarify roles and responsibilities of team members. • Delegates task responsibility to others and provide support where necessary. • Puts in place effective controls and monitoring processes to keep informed of issues and results. • Inspires staff with own behaviour – 'walks the talk'. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Is forward thinking and produces innovative ideas. • Defines roles and responsibilities for team members and clearly communicates expectations. • Monitors the management of multiple tasks and balances priorities and conflicts between tasks. • Grasps and articulates the big picture and its implications. • Maintains a clear focus on the long-term goals and produces more than one way of getting there. |

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| <p>2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional. • Is respected by peers. | <ul style="list-style-type: none"> • Motivates colleagues to accomplish tasks and missions. • Influences others effectively using a number of techniques. • Has credibility with staff, management and stakeholders. | <ul style="list-style-type: none"> • Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals. • Tactfully confronts and corrects others when necessary. • Demonstrates calm around adversity. • Motivates service providers to accomplish tasks. | <ul style="list-style-type: none"> • Motivates and inspires others. • Establishes support and projects authority and credibility. • Is called upon to mediate conflicts and disagreements. • Settles disputes as quickly and effectively as possible to reduce tension and conflict. • Is able to make unpopular decisions if it is in the best interests of the municipality. • Shows strength of character maintaining performance under duress and pressure. • Uses an in-depth understanding of the interactions within a group to move towards a specific agenda. |
| <p>3. Team orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others. • Is able to function effectively as a team member. • Shares information and collaborates easily with others. | <ul style="list-style-type: none"> • Works effectively with people from other departments. • Participates actively as a member of a team to move the team towards the attainment of goals. | <ul style="list-style-type: none"> • Listens to and fully involves others in team decisions. • Encourages team approach to problem solving. • Recognises and respects the value of diverse views. • Draws on diverse backgrounds, skills and knowledge of team members. • Builds team spirit and cohesion within the unit. • Creates strong morale/team spirit. | <ul style="list-style-type: none"> • Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views). • Uses complex strategies, such as team assignments and cross training, to promote team morale and productivity. • Remains abreast with other initiatives in the Municipality and looks for ways to |

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| <p>4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers. • Understands own limitations. • Articulates tasks and expectations and sets realistic standards. | <ul style="list-style-type: none"> • Anticipates mistakes and freely offers assistance without being overbearing. • Actively renews own personal and professional skills and applies them in a productive way in the work environment. • Encourages 'on-the-job' training and the acquisition of new skills. | <ul style="list-style-type: none"> • Empowers others and distributes the workload appropriately. • Encourages self-reliance and allows staff to make and learn from mistakes. • Sets challenging tasks that stretches individuals' abilities and self-confidence. | <p>cooperate and integrate.</p> <ul style="list-style-type: none"> • Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. • Is actively involved in the retention and development of talent within the unit. • Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style. • Provides individuals with guidance on how to handle new or difficult situations. |
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33. LIBRARIAN

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Library Assistant | Junior Librarian / Librarian | Senior Librarian | Principal Librarian | Chief Librarian |
| KNOWLEDGE | Basic understanding knowledge and application of aspects of principles, practices and procedures within the library and information services discipline | <ul style="list-style-type: none"> An understanding, knowledge and application of professional LIS principles, practices and procedures Basic knowledge of supervisory principles and practice Basic knowledge of project management principles, practices and procedures | <ul style="list-style-type: none"> In depth understanding, knowledge and application of professional LIS principles, practices and procedures Knowledge of managerial principles, practices and development principles, practices and procedures | <ul style="list-style-type: none"> In depth understanding, knowledge and application of professional LIS principles, practices and procedures In-depth knowledge of managerial principles, practices and procedures In-depth knowledge of project management principles, practices and procedures In depth knowledge of staff development principles, practices and procedures | <ul style="list-style-type: none"> In depth understanding, knowledge and application of professional LIS principles, practices and procedures In depth knowledge of managerial principles, practices and procedures In-depth knowledge of project management principles, practices and procedures In depth knowledge of staff development principles, practices and procedures |
| EXPERIENCE | Experiential knowledge of public libraries | Familiarity with public libraries, practical experience as part of the academic program | Up to 3 years' experience | Up to 5 years' experience with supervisory experience | 5 years of more relevant experience including managerial experience |
| QUALIFICATION | Grade 12 | Junior Librarian (T10): 3-year Library Science or Information Management post matric | B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric | B.LIS / B. Tech: LIS / B. Inf (Hons) or PG Dip LIS or equivalent 4-year post matric | B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric |

| qualification | qualification | qualification | qualification | matric qualification |
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| Recommended: Librarian (T11); B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4- year post matric qualification Registered member of LIASA | Registered member of LIASA | Registered member of LIASA | Registered member of LIASA | Registered member of LIASA |
| COMPETENCIES | | | | |
| Functional / Professional | | | | |
| <p>1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Appears supportive of initiatives and co-operates willingly in execution of tasks and duties | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Displays personal interest in the well-being of colleagues; • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Recognises individuals and provides developmental feedback in accordance with performance management principles • Ensures role clarity and gives direction to the team • Manages conflict through a participatory transparent approach. • Able to constructively engage with line manager, and putting forth own team's view/concerns/proposals | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Assigns clearly defined tasks to sub ordinates • Monitors and evaluates employee performance on tasks and takes appropriate action where subordinate performance is deficient • Delegates and empowers others to increase contribution and level of responsibility and accountability • Able to manage own time as well as time of colleagues. • Facilitates team goal setting and problem solving; • Tactfully confronts others when necessary and able |

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| <p>2. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> Identifies simple problems within a set process Applies guidelines and processes to solve simple problems Refers problems to supervisor that do not fit guidelines | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative in suggesting possible solutions to certain problems. Knows when to refer problems to supervisor for resolution Follows up with referral process | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Demonstrates logical, analytical reasoning and conceptual understanding. Draws on experience and strong general knowledge and shows ability to ask probing questions in order to understand user needs Thoroughly explores issues and uses initiative Considers various alternatives and does not settle for the first solution | <p>to make unpopular decisions when necessary.</p> <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Shows strong conceptual processes and looks for new ways to solve problems Shows an ability to ask probing questions and elicit pertinent information from users in order to understand their needs. Demonstrates an intuitive grasp of issues and is able to link information Ability to balance detail orientation with 'big picture' thinking Involves the appropriate people to resolve complex, inter-departmental problems | <ul style="list-style-type: none"> Demonstrates competencies from all levels 1 to 4. Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems Considers implications and consequences of proposed solutions Conceptualises possible solutions to problems and weighs solutions against best practice criteria Deals effectively with ambiguity, uncertainty and complexity |
| <p>3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> Has basic knowledge about the municipality and Library Service | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands how the Library Services functions and relationships with other pertinent areas within the municipality | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Has knowledge of municipal/provincial legislation relating to Library Services Is aware of municipality's priorities and goals Contributes toward | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Understands and internalizes the municipality's priorities and goals Has an in-depth knowledge of municipality's policies and | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Demonstrates knowledge of the municipality's priorities and goals Operates within the Municipality's policies and procedures |

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| | <ul style="list-style-type: none"> Checks work for errors and omissions Ensures all tasks are completed timeously Accurately and carefully follows established processes and procedures (e.g. shelving and mending of library books) | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Ensures all details of a task are accomplished Completes administrative tasks accurately and proofs own work to identify errors or omissions Follows through with issues and can be relied upon to meet deadlines | addressing the municipality's service delivery challenges | <ul style="list-style-type: none"> Demonstrates awareness of the issues impacting service delivery | <ul style="list-style-type: none"> Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally Demonstrates competencies from previous levels |
| <p>4. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p> | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Ensures all details of a task are accomplished Completes administrative tasks accurately and proofs own work to identify errors or omissions Follows through with issues and can be relied upon to meet deadlines | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Maintains a checklist covering all detail which might be overlooked Notifies errors or problems prior to tasks being completed Ensures a high quality output and will initiate action to correct quality issues | <ul style="list-style-type: none"> Demonstrates awareness of the issues impacting service delivery | <ul style="list-style-type: none"> Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally Demonstrates competencies from previous levels | |
| <p>5. Professional / Technical Proficiency Understands and applies a practical and/or theoretical body of knowledge within the Library & Information Services discipline, in order to give effect to the informational, educational</p> | <ul style="list-style-type: none"> Understands the importance of correctly shelved library materials / filed documents. Able to use the Dewey Decimal System and alphabet correctly. Understands and applies the correct materials' | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Displays a wide and general reading background. Understands and applies information retrieval and reader's guidance principles and is able to effectively | <ul style="list-style-type: none"> Demonstrates awareness of the issues impacting service delivery | <ul style="list-style-type: none"> Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Displays exceptional book knowledge and a conceptual understanding of the value of reading. Is fully conversant with librarianship, in particular |

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| <p>and recreational role of the public library service.</p> | <p>mending and maintenance techniques, and general cleaning methods</p> <ul style="list-style-type: none"> • Displays an active interest in reading and a general knowledge of various subjects | <ul style="list-style-type: none"> • Displays sound knowledge of the reference interview technique. • Displays knowledge of establishing and developing a reading culture. | <p>assist the public.</p> <ul style="list-style-type: none"> • Displays a sound understanding of and applies principles/criteria relating to collection development, trends and users' information needs. • Understands the service ideals of a public library. • Understands and applies the methodology of establishing users' needs. | <p>information retrieval and bibliographic knowledge.</p> <ul style="list-style-type: none"> • Displays sound knowledge of and the ability to relate principles and criteria of collection development to a public library's objectives, and responding to community interests and needs | <p>all aspects and underpinning values, of public librarianship / libraries.</p> <ul style="list-style-type: none"> • Able to proactively adapt/influence selection criteria and collection development. • Enhances resources sharing within the Department and implements appropriate strategies and procedures. • Displays an exceptional knowledge of the reference interview techniques and tools and readers' guidance principles/techniques. • Displays sound knowledge of and the ability to apply the methodology of establishing users' needs in diverse communities. • Ensures that the informational, educational and recreational needs of the clients are met through the availability |
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| Public Service Orientation | | | | | |
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| | | | | | of a comprehensive range of library material and professional services. |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Convinces others of his ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement • Awareness of to how people and municipalities function • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| | <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Follows instructions and asks questions when issues appear unclear | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Attends to messages from others – correctly interprets and responds promptly and appropriately • Adapts communication content and style | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Ensures that all communication (both verbal and written) is clear and unambiguous • Uses terms, examples and analogies that are understood by all | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Correctly interprets messages and responds appropriately (this includes "reading" verbal and nonverbal questions) • Prepares considered high quality written |

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| | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <p>according to the audience including managing body language effectively</p> <ul style="list-style-type: none"> Receptive to suggestions and ideas from others | <ul style="list-style-type: none"> Delivers messages in a manner that gains support, commitment and agreement Is able to adjust communication style and format to suit those he/she interacts with (from senior citizens to toddlers and people within the library structure) Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding Demonstrates conceptual clarity when communicating in written format | <p>communication</p> <ul style="list-style-type: none"> Appears comfortable interacting, persuading and influencing management levels within the municipality Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way Responds to questions and queries with accurate and complete answers | |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Appears professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Engages effectively with general public Establishes a collaborative relationship with the community and general public Researches needs of clients Consults clients and stakeholders on ways to improve the delivery of services | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Speaks effectively on service delivery matters to the media Professional in interaction with general public and stakeholders Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Understands community needs articulated in discussions, surveys, and supports delivery through appropriate interventions. Identifies and analyses opportunities where innovative ideas can lead to improved service delivery |

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| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> Shows initiative and directs clients to library professional who can assist with query | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality Corrects problems promptly, without being defensive; Supports others to take personal responsibility to deliver excellent customer service; | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands the client's issues and seeks information about their current and future requirements; Makes an effort to proactively discuss clients' information needs and reading experiences. Implements client satisfaction feedback to ensure provision of quality service; | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Demonstrates personal commitment to the client service vision through own actions and attitudes; Ensures that information is provided as quick as possible most of the time Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| Management | | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Good at establishing clear direction Sets out work for others in a well-planned and clear manner | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Provides a clear sense of purpose and focuses on successful completion of objectives Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results Helps to clarify roles and responsibilities of team members | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Monitors the management of multiple tasks and balances priorities and conflicts between tasks Moves others to action by translating objectives and goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives. Recognises and rewards those employees (within his/her discretionary | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Grasp and articulates the big picture and its implications Maintains a clear focus on the long term goals and produces more than one way of getting there Is forward thinking and produces innovative ideas Initiates and manages change in pursuit of strategic objectives |

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| <p>2. Coaching and Mentoring The ability to assess skills, performance, and potential of colleagues and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to identify own development needs • Shares knowledge and information with peers | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within his/her area of control • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. | <p>authority) whose actions support the attainment of goals and objectives. Defines roles and responsibilities for team members and clearly communicates expectations Inspires staff with own behaviour – “walks the talk”</p> <ul style="list-style-type: none"> • Inspires staff with own behaviour – “walks the talk” | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
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| <p>3. Impact and Influence (Advocacy Skills) The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Answers basic / directional questions politely and helpfully Able to assist with library outreach activities and programmes. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Makes a positive impact and comes across as confident and professional Is respected by colleagues Influences others effectively using a number of techniques (particularly community members) – duplicated from Senior Librarian Participates in outreach activities and programmes, and assist with promoting the library service. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Influences others effectively using a number of techniques (particularly community members) Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific agenda Displays active involvement with community municipalities, and the ability to successfully establish and maintain professional relationships and partnerships with educational institutions and business. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates subordinates to accomplish tasks and missions Ability to use a wide range of interpersonal styles and communication methods to gain support for library services within the community Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Is called upon to mediate conflicts and disagreements Able to make unpopular decisions if it is in the best interests of the library. Shows a strength of character maintaining performance under duress and pressure Persuades senior management to adopt and implement proposals Displays active involvement with community municipalities, and the ability to | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Ability to develop internal and external relationships to implement business improvement initiatives and partnerships, and to support the promotion of library services. |
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| | | | | | successfully establish and maintain professional relationships and partnerships with educational institutions and business. | |
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34. PROJECT ADMINISTRATION

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS | Assistant Project Administrator | Project Administrator | Senior Project Administrator | |
| (These are a guideline and therefore not limited.) | | | | |
| KNOWLEDGE | Provides routine clerical support for projects and follows standard procedures. Operates under direct supervision. | Provide efficient and effective project administration and logistical support services across the project life cycle to the Project Manager/Senior Project Manager/Programme Manager in the successful delivery of projects. Operates under limited supervision | Provide efficient and effective project management services across the project life cycle. Supervises more junior staff | |
| EXPERIENCE | Up to 2 years' experience | Up to 5 years' experience | Between 5 and 8 years' experience | |
| QUALIFICATION | Grade 12 | Grade 12 plus 1 year Certificate, Advanced Computer Literacy | Grade 12 plus accredited 1 year project management certificate or National Diploma | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| | COMPETENCIES | | | |

| Functional / Professional | | | |
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| <p>1. Written Communication The ability to communicate in writing as appropriate to specific audiences.</p> | <ul style="list-style-type: none"> • Reads and understands basic documents • Able to follow basic instructions as contained in written communication • Able to respond in writing to basic types of communication • Able to follow complex instructions as contained in written communication • Able to respond in writing to complex types of communication | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Prepares considered, high quality reports for decision-making within the municipality • Takes supervisory responsibility for reviewing and editing less experienced subordinates work |
| <p>2. Oral Communication The ability to articulate a message in an understandable and convincing manner.</p> | <ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues • Confirms / clarifies understanding of instructions, thereby avoiding mistakes • Makes self-understood to others, pointing out specific issues or considerations to be taken into account | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Makes self-understood to others, pointing out specific issues or considerations to be taken into account • Interprets complex language / communication • Able to communicate complex ideas to others in an understandable way | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues |
| <p>3. Project management Ability to ability to harness the skills and expertise within a team to achieve the project goals in the most efficient and effective manner.</p> | <ul style="list-style-type: none"> • Follows laid-down procedures diligently • Identifies elements in a project that may create bottlenecks and blockages • Brings supervisor's attention to bottlenecks and blockages • Demonstrates knowledge and understanding of contractual, | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Understands the project life cycle and all associated processes • Makes recommendations on improvements to a process or system within the project • Has the ability to identify | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Has in depth knowledge of the specific project life cycle. • Understands the processes from project conceptualization through to implementation and operationalisation. • Has in-depth knowledge of |

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| | <p>legislative and statutory terminology/requirements in the management of a project</p> | <ul style="list-style-type: none"> • problems and analyse all factors that influence the solution on basic projects • Keeps managers aware of the status of projects being managed, including timeframes and document requirements, and key operational issues through formal and informal communications (e.g., status reports, e-mails, updates at meetings) • Implement management procedures necessary for the smooth running of a project | <p>standards and operational criteria in the functional areas relevant to the project at hand.</p> <ul style="list-style-type: none"> • Has the capacity to accept responsibility for decisions on basic projects • Advise on the management procedures necessary for the smooth running of a project including document control techniques and systems, meetings and reporting procedures. | |
| <p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.</p> | <ul style="list-style-type: none"> • Interacts with various clients / stakeholders on a daily basis • Answers basic questions politely and helpfully • Gives options for client / stakeholders actions from a range of actions available • Follows through on option selected by client / stakeholder within confines of laid down procedure | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Ascertain a range of options for client / stakeholder action • Gives options and recommendation of preferred option to client / stakeholder • Provides reasons for preferred option • Follows through on final decision | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Identifies preferred solution with potential consequences • Decides on best option within risk profile • Creates understanding with client / stakeholder/groups as to best option • Executes option and accepts consequences and accountability | |
| <p>5. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p> | <ul style="list-style-type: none"> • Understands how a business unit functions • Understands and is able to communicate the municipality's priorities and goals • In-depth knowledge of | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Contributes to shaping the departmental specific goals and priorities • Well-developed knowledge of relevant municipal legislation | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Contributes to shaping the Directorate / Municipality's sector specific goals and priorities • Contributes to shaping the | |

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| | <ul style="list-style-type: none"> • municipality's policies and procedures • Understands priorities, goals and issues within local government sector • Understands and applies the regulatory framework applicable to local government within specific functional area • Knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> • Contributes toward addressing the departmental service delivery challenges | <ul style="list-style-type: none"> • Directorate / Municipality's policies and procedures • Demonstrates knowledge of relevant municipal legislation • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services | |
| <p>6. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.</p> | <ul style="list-style-type: none"> • Identifies simple problems within a set process • Alerts supervisor of problems within a set process • Solves problems of a basic nature • Identifies problems in processes • Refers problems to supervisor for resolution but offers alternatives or recommendations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Breaks problems into component parts • Understands to whom to refer problematic elements • Gets input from team / colleagues as to possible solutions • Develops alternative solutions and refers to supervisor for approval • Follows up on resolution • Recommends changes to forms, documents, procedures, policies, etc., that will increase the effectiveness of the project area | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Conceptualises possible solutions to problems • Weighs each solution against best-practice criteria • Establishes and executes plans to solve problems engaging others as necessary • Ensures implementation and buy-in to the solution • Displays understanding of risks that threaten projects at each stage of development. • Develops contingency plans for potential problems | |
| <p>7. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p> | <ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule • Modifies plans in line with instructions from supervisors • Executes tasks according to plan in order of priority, using | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Plans tasks on a weekly basis • Prioritises tasks on a daily basis according to an assessment of schedule of | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Plans tasks on a monthly basis for self and others • Prepares delegated plans for others on a weekly basis | |

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| | <ul style="list-style-type: none"> • some discretion • Plans tasks on a daily basis according to assessment of schedule of activities • Executes tasks in order of priority and urgency | <ul style="list-style-type: none"> • activities • Executes or delegates tasks to appropriate individuals | <ul style="list-style-type: none"> • Consistently meets client and stakeholder expectations on projects. | |
| <p>8. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p> | <ul style="list-style-type: none"> • Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone • Demonstrates basic computer literacy • Basic knowledge of MS Office | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone • Advanced knowledge of MS Office • Able to process data utilising various computer software packages | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Able to use advanced features of MS Office packages • Understands how to use computer packages to process a range of data • Optimise the use of technology for effective and efficient operations within office | |
| <p>9. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.</p> | <ul style="list-style-type: none"> • Enters data into specific applications, computerised or manual according to set procedures • Checks data as it is entered for obvious errors | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Able to conduct basic analysis of data by printing out standardised reports • Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint) | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to make meaningful decisions | |
| <p>10. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p> | <ul style="list-style-type: none"> • Checks work for errors and omissions before submission • Ensures all details of a task are accomplished • Checks against standards and regulations • Completes project documents and tasks | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Maintains a project checklist covering all detail which might be omitted • Ensure that all information is available in the preparation of documentation | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Monitors projects and programmes • Checks against standards and regulations and signs off on documents • Accurately reviews documents and edits documents created | |

| | | Public Service Orientation | | by others |
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| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Convinces others of ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions with accurate and complete answers | |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Engages effectively with general public • Understands and articulates community needs | |

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| <p>municipal goals.</p> | | | <ul style="list-style-type: none"> • Manages community expectations within financial, technical and capacity constraints | |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction • Takes personal responsibility for providing excellent service quality • Addresses less complicated problems promptly, without being defensive | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the client's issues and seeks information about their current and future requirements • Supports others to take personal responsibility to deliver excellent customer service • Monitors client satisfaction | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Takes specific and sustained action to implement the client service vision • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.) | |
| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers and subordinates | |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals | |

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| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> collaborates easily with others Demonstrates competencies from level 1. Sets out work in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose | |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates Able to identify own development needs | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Has strong subject matter knowledge Recognises the need for and provides individuals with guidance on how to handle new or difficult situations Able to identify appropriate training interventions Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | |

35. PROJECT / PROGRAMME MANAGEMENT

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| <p>LEVELS</p> <p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> <p>KNOWLEDGE</p> | <p>1</p> <p>Junior Project Manager Project/ Programme Coordinator Manages and leads less complex, smaller projects within the project life cycle.</p> | <p>2</p> <p>Project Manager Typically manages projects of various levels of risk and complexity.</p> | <p>3</p> <p>Senior Project Manager Typically manages major projects with extensive long term impact and which are of a higher risk and complexity or may be medium sized</p> | <p>4</p> <p>Programme Manager Manages a major programme or programmes comprising of multiple projects of high risk and complexity that impact</p> |
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| | Performs the full range of activities within project management principles | Performs the full range of activities within project management principles | Manages multiple projects and/or minor to medium programmes | significantly on the municipality |
| | Coordinates the implementation of programmes/projects across different departments | Accountable for all phases and aspects which will ensure the successful delivery of the project | Supervises and/or co-ordinates staff. Makes final interpretative decisions on project implementation issues of a complex nature in variable and unpredictable circumstances which will have an impact across the municipality or in internal service delivery | Makes final interpretative decisions on programme implementation issues of a complex nature in unpredictable environments, which have an impact across the municipality or in external service delivery. Lead and head a programme team and manages staff Facilitates the successful implementation of multiple projects within respective programmes. |
| EXPERIENCE | Up to 2 years relevant experience | Up to 5 years relevant experience | Up to 8 years relevant experience | Up to 8 years relevant experience with extensive managerial experience |
| QUALIFICATION | An appropriate professional qualification | An appropriate professional qualification | An appropriate professional qualification | An appropriate professional qualification |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise. | <ul style="list-style-type: none"> Displays a satisfactory level of technical and professional skill or knowledge in project - related areas; keeps up with current developments and trends in areas of expertise Displays in-depth knowledge of the specific project life cycle. Understands the processes | <ul style="list-style-type: none"> Demonstrates competencies from previous level Ability to undertake and evaluate complex projects and anticipates events, situations and incidents that may impact on the operation of the system Ability to assess practicality of technical specifications for | <ul style="list-style-type: none"> Demonstrates competencies from previous level Ability to assess practicality of technical specifications for systems requirements Ability to makes judgement decisions on issues falling outside of the operating rules and procedures | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>2. Financial Management Maximises the municipalities' business sense and displays a sound business understanding in applying the most effective management practices to achieve municipal and project / programme financing goals and objectives.</p> | <ul style="list-style-type: none"> • from project conceptualization through to implementation and operationalisation. • Has in-depth knowledge of standards and operational criteria in the functional areas relevant to the project at hand. • Has the ability to identify problems and analyze all factors that influence the solution on basic projects • The ability to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired during the problem investigation, also using design, development and communication on basic projects • Capacity to accept responsibility for decisions on basic projects | <ul style="list-style-type: none"> • systems requirements • Commissions and/or decommissions works safely and with minimum disruption to municipal service provision • Uses discretion in situations of deviation from project assumptions • Identifies and implements corrective action on projects | | |
| | <ul style="list-style-type: none"> • Understands, analyses and monitors financial reports • Ensures proper records of financial affairs and transactions • Prepares project financial reports based on prescribed format; • Aligns expenditure to budgets and cash flow projections; | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Manages and monitors financial risk; • Continuously looks for new opportunities to obtain and save funds; • Understands and weighs up financial implications of propositions; • Ensures effective utilisation of financial resources; • Develops corrective | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities • Evaluates financial impact of strategic decisions across the municipality • Identifies and implements partnerships and explores alternate avenues to achieve | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>3. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Gives direction to team in realising the project's strategic objectives • Delegates and empowers others to increase contribution and level of responsibility and accountability • Applies labour and employment legislation and regulations consistently; • Able to manage own time as well as time of colleagues and other stakeholders; • Provides opportunities that will enhance a more diverse workforce and equal access to development for all people in the designated groups | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Facilitates team goal setting and problem solving; • Recognises individuals and teams and provides developmental feedback in accordance with performance management principles • Deals with labour matters; • Identifies competencies required and suitable resources for specific tasks; • Displays personal interest in the well-being of colleagues; • Manages conflict through a participatory transparent approach. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals • Tactfully confronts others when necessary and able to make | <p>financial savings and improved service delivery</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
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| <p>4. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p> | <ul style="list-style-type: none"> Consistently meets client and stakeholder expectations on projects. Able to accurately scope out projects and translate project objectives into specific plans. Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources. Sets short term and longer term project plans and cascades it to the work team and individual performance objectives. Identifies and allocates resources Displays understanding of risks that threaten projects at each stage of development. Develops contingency plans for potential problems Complies with municipality's procurement policies and processes. Understands the various types of contracts and pricing models, their strengths and weaknesses and when best to use them. Able to coordinate the integration of people, resources and materials in order to achieve project | <p>unpopular decisions if it is in the best interests of the project</p> <ul style="list-style-type: none"> Demonstrates competencies from previous level Sets goals and objectives relevant to the function and focuses on the customers' needs Develops integrated plans for the work unit and others that interface with the departments' budget Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results. Is able to get more things done whilst using fewer resources to achieve this Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others Develops scenarios on projects Assists others to plan and organise their work | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results Develops partnership agreements that ensures win – win outcomes for all parties Projects and forecasts short, medium and long term needs for the municipality | | | |

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| <p>5. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p> | <p>objectives</p> <ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations. Effectively communicates milestones and expected results Asks questions to obtain relevant information; Reviews progress and shares information; gets feedback on results from those directly involved. Ensure that all details of a project are accomplished. Keeps track of many small details without forgetting any. Ensures compliance with occupational health and safety regulations. Able to set up systems and procedures to collect data, formulate and report on project progress to comply with the municipality's governance requirements Establish a system to follow up on projects/tasks /assignments. Sets up feedback mechanisms in order to monitor work in progress Consistently attains targets and goals as planned. Delivers activities and plans as scheduled Maintains a project checklist | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Notices errors or problems prior to projects being completed. Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects. Gathers information on the probability of success and the consequences of failure | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
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| | | | <p>covering all detail which might be overlooked</p> <ul style="list-style-type: none"> • Initiates action to correct quality problems or notifies others of quality issues as appropriate. | |
| <p>6. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> • Knowledge of the municipality priorities and goals • Operates within the municipality policies and procedures • Applies sector policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Understands and internalizes the municipality's priorities and goals • In-depth knowledge of the municipality's policies and procedures • Understands priorities, goals and issues of neighbouring municipalities • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Contributes to shaping the municipality's and sector specific goals and priorities • Contributes to shaping the municipality's policies and procedures • In-depth knowledge of municipal legislation • Contributes toward addressing the municipality's service delivery challenges | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>7. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <ul style="list-style-type: none"> • Ensures all details of a task are accomplished • Completes reports and other documentation accurately • Checks against design standards and regulations. • Maintains a project checklist covering all detail which might be overlooked | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to anticipate problems. Notices errors or problems prior to tasks being completed • Ensure that all information is available in the preparation of documentation, failing which estimates, deductions, assumptions and or projections are made to ensure the completeness of documentation | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>8. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Clearly defines the parameters of task including responsibility, decision making, authority and accountability, and any other actions constraints or deadlines • Sets out work for others in a well-planned and organised manner • Good at establishing clear direction | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Establishes appropriate procedures to stay informed of issues and results of shared responsibility • Allocates decision making authority and/or task responsibility to appropriate individuals in appropriate areas | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Able to translate Directorate / department goals into objectives for the unit and gains commitment for these goals from his team • Provides a clear sense of purpose and focuses on successful completion of objectives • Organises resources and inspires others towards focussed performance | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>9. Dispute Resolution The ability to deal effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.</p> | <ul style="list-style-type: none"> • Establishes a clear and compelling rationale for resolving conflict • Collects information from relevant sources to understand conflict • Understands conflict resolution methodology and processes • Is impartial when resolving conflicts. Is seen as credible and an impartial facilitator. Objectively views conflict from all sides • Stays focussed on resolving the conflict and avoids personal issues and attacks • Presents and seeks practical, fair and equitable solutions or positive course of action | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to diffuse disagreements that are impacting on performance • Knowledge of dispute resolution policies and frameworks (arbitration processes, litigation, etc.) • Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships • Ensures that all parties are aware of agreements and required actions when the issues are resolved | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>10. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p> | <ul style="list-style-type: none"> • Demonstrates logical, consequential thinking (Shows strong analytical reasoning) • Demonstrates logical problem solving approach and provides rationale for proposed solutions; • Determines root causes of problems and evaluates whether solutions address root causes; • Demonstrates objectivity, thoroughness, and probing insightfulness, and probing behaviours when approaching problems; • Ability to balance detail orientation with big picture thinking • Looks beyond the obvious and does not stop at the first solution • Probes deeply and considers consequences and risks attached to actions | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Deals effectively with ambiguity and uncertainty • Generates various solutions / options and contingency plans for problems; Develops new ways to solve problems • Deals with high levels of complexity and clarifies issues for others. Demonstrates the ability to break down complex problems into manageable parts and identify solutions • Anticipates problems and strategises to counteract potential impact • Puts preventative measures in place to ensure that problems do not recur in the future; | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Comes up with creative and unique ideas that display his/her in-depth understanding of the subject matter • Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; • Identifies, solves and monitors unique issues or problems that have total municipal impact in consultation with the stakeholders; | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>11. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</p> | <ul style="list-style-type: none"> • Establishes clear mandate for negotiations • Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation • Understands negotiation methodology and processes | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Wins concessions without damaging relationships • Can be direct, but still maintains a high degree of diplomacy and politeness • Presents and seeks practical, fair and equitable solutions or | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| | <ul style="list-style-type: none"> • Negotiates objectively and focuses interaction on the relevant issues • Builds common ground by pointing out areas of agreement, focuses efforts by pointing out areas of disagreement • Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process • Stays focussed on resolving the deadlocks and avoids personal issues and attacks | <p>positive course of action</p> <ul style="list-style-type: none"> • Ensures that all parties are aware of agreements and required actions when the issues are resolved • Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships | | |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others convinces others of his/her ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where merited • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement; • Communicates effectively with people at all levels within the municipality • Communicates controversial, sensitive messages to stakeholders tactfully; • Listens well and is receptive and encourages participation and mutual understanding • Communicates high risk sensitive matters to all relevant parties; | <ul style="list-style-type: none"> • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience • Is sought after to lead negotiations and represent the municipality; • Coordinates negotiations at different levels within the municipality and externally. | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>3. Service Delivery Orientation The ability to explore and</p> | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Develops well defined communication strategy; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Steers negotiations around complex issues and arrives at a win / win situation; • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; • Markets and promotes the municipality to external stakeholders; • Communicates with the media without compromising the integrity of the municipality • Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> • Demonstrates competencies from previous level | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <p>promises in undertaking tasks and meeting deadlines</p> <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Engages effectively with general public Establishes a collaborative relationship with the community Understands and articulates community needs in local government plans Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Speaks effectively on service delivery matters to the media | <p>previous levels</p> |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; Supports others to take personal responsibility to deliver excellent customer service; | <ul style="list-style-type: none"> Demonstrates competencies from previous level Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.); | <ul style="list-style-type: none"> Demonstrates competencies from previous level Demonstrates personal commitment to the client service vision through own actions and attitudes; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional | <ul style="list-style-type: none"> Demonstrates competencies from previous level Motivates contractors to | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Establishes support and | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| influence others effectively. | <ul style="list-style-type: none"> Commands respect from peers and subordinates and stakeholders Convinces management of viewpoints or proposals with assistance of others in authority | <p>accomplish tasks, outcomes and missions</p> <ul style="list-style-type: none"> Influences others effectively using a number of techniques Has credibility with staff, management and contractors Uses an in depth understanding of the interactions within a group to move towards a specific agenda Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Is called upon to mediate conflicts and disagreements | <p>projects authority and credibility</p> <ul style="list-style-type: none"> Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Able to make unpopular decisions if it is in the best interests of the municipality Shows a strength of character maintaining performance under duress and pressure | |
| <p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views) Creates strong morale/team spirit | <ul style="list-style-type: none"> Demonstrates competencies from previous level Uses complex strategies to promote team morale and productivity Involves and empowers team in setting and achieving goals Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate Works effectively with people from other municipalities/departments and manage in a competitive environment | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members Builds team spirit and cohesion across function boundaries in the respective disciplines | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <p>3. Coaching and Mentoring</p> | <ul style="list-style-type: none"> Share knowledge and | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates |

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| <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <p>information with peers and subordinates</p> <ul style="list-style-type: none"> • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing • Balances the municipalities tasks and goals with subordinates personal and professional needs | <p>from previous level</p> <ul style="list-style-type: none"> • Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes | <p>from previous levels</p> <ul style="list-style-type: none"> • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. | <p>competencies from previous levels</p> |
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36. PROPERTY/ ASSET MANAGEMENT

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL DESIGNATIONS (these are a guide and therefore not limited to)</p> | <p>Assets Officer</p> | <p>Operational Manager: Assets</p> | <p>Assistant Manager: Assets</p> | <p>General Manager Property Asset Management</p> |
| <p>KNOWLEDGE</p> | <p>Under direct supervision of the Assistant Manager: Assets implement the Asset Management Plan operations</p> | <p>Under direct supervision of the Assistant Manager: Assets oversee the Asset Management Operations.</p> | <p>Manage the Property Asset Function under the direct supervision of the General Manager and may be required to</p> | <p>Manages a specialised Property Asset Function under the leadership and guidance of the Director/Property Portfolio Manager</p> |

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| | <ul style="list-style-type: none"> Assist with the implementation of the Asset Management Operations Implement Operational and Maintenance requirements in terms of the Municipality's Policies and Asset Plan Assist with the operations of the Management of identified Council owned Property Portfolio assets, Assist with the implementation of operational solutions and services Assist with Operational Implementation of Property Department's Asset Management Plan for identified assets Assist with Operational maintenance of Annual Asset Management Plans | <ul style="list-style-type: none"> Implement the Asset Management Operations in line with the Asset Management Strategy Action Operational and Maintenance requirement in terms of the Municipality's Policies Operational Management of identified Council owned Property Portfolio Assets, and implement approved property asset management planning systems and tools in support of Property Department mandate for identified assets Implement operational solutions and services that in line with the Property Department's business plan Operational Implementation of Property Department's Asset Management Plan for identified assets Operational maintenance of Annual Asset Management Plans | <p>manage more junior staff</p> <ul style="list-style-type: none"> Implement the Asset Management Strategy and Action Plans based upon the chosen Service Delivery Options; Action detailed plans for acquisitions and replacements, operations and maintenance as well as disposals in terms of the Municipality's Policies Manage all Council owned property portfolio assets, and implement approved property asset management planning systems and tools in support of Property Department mandate. Implement expert solutions and services that align with Property Department's business strategy, vision and mission. Implement Property Department's Asset Management Plan that is optimally and efficiently utilized. Maintain the strategic and annual Asset Management Plans aligned with Municipality's budget. Execute the asset needs | <ul style="list-style-type: none"> Convert the Municipality's strategy, converting that into an asset management strategy and producing plans based upon an analysis of service delivery options; Formulate an asset management strategy consisting of detailed plans for acquisitions and replacements, operation and maintenance as well as disposals in terms of the Municipality's policies Oversee the management of all Council owned property portfolio assets, and implement appropriate property asset management planning systems and tools in support of Property Department mandate. Provide expert solutions and services that align with Property Department's business strategy, vision and mission. Design Property Department's Asset Management plan to ensure that Municipality Property portfolio is optimally, efficiently utilized with the aim of deriving a sustainable life cycle and income stream to yield a return Develop and maintain the strategic and annual asset |
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| | | | | acquisition management, operational and disposal plans | management plans aligned with Municipality's budget, and in consultation with the Property Department. <ul style="list-style-type: none"> Develop asset needs assessment, acquisition management, operational and disposal plans |
| EXPERIENCE | Up to 1 year relevant experience | Between 1 and 3 years relevant experience | Between 3 and 5 years' experience in Property Asset Management at junior/middle management | Between 5 and 10 years' experience in Property Asset Management at middle/senior management | |
| QUALIFICATION | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Certificate/Diploma/equivalent; in Property Asset Management /Finance/ | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Certificate/Diploma/equivalent; in Property Asset Management /Finance/ | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Diploma/equivalent; in Property Asset Management /Business Management /Finance/ | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Bachelor's Degree/equivalent; in Property Asset Management /Business Management /Finance/ | Ideal: Honour's Degree will be an advantage |
| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | | | | | |
| | 1 | 2 | 3 | 4 | |
| Functional / Professional | | | | | |
| 1. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options. | <ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis Answers basic questions politely and helpfully | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Gives options for client / stakeholders actions from a range of actions available Follows through on option selected by client / stakeholder within confines of laid down procedure | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Ascertains a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option | |

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| <p>2. Communication The ability to convey information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Attends to messages from others – correctly interprets and responds promptly and appropriately. Asks questions when issues appear unclear. • Appears aware of the various media available • Shows an understanding of the issues at hand and how best to communicate the information | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Organizes communication in a logical manner and Prioritises issues. • Ensures that all communication (both verbal and written) is clear and unambiguous • Uses terms, examples and analogies that are understood by all. • Adapts communication content and style according to the audience, including managing body language effectively; • Communicates effectively with people at all levels within the municipality • Is receptive to suggestions and ideas from others. • Demonstrates an in-depth understanding of the issues to be communicated | <ul style="list-style-type: none"> • Follows through on final decision • Demonstrates competencies from previous levels • Delivers messages in a manner that gains support, commitment and agreement; • Conveys information through various media, using a number of techniques to maintain audience attention. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding • Shows an exceptional grasp of the power of language and is very articulate. • Demonstrates conceptual clarity when communicating (i.e. explains ideas, viewpoints very clearly) • Ensures all bases are covered and that all information is correct and complete | <ul style="list-style-type: none"> • Executes option and accepts consequences and accountability • Demonstrates competencies from previous levels • Is pro-active in dealing with all asset management situations and displays initiative – responding quickly to issues • Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders • Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness. • Ensures all communication is coordinated and integrated - not fragmented |
| <p>3. Organisational Awareness</p> | <ul style="list-style-type: none"> • Demonstrates an understanding | <ul style="list-style-type: none"> • Demonstrates competencies from | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates competencies |

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| <p>Demonstrates an awareness of the Municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the Municipality.</p> | <p>of how the municipality works.</p> <ul style="list-style-type: none"> Is aware of the municipality's goals and objectives. Is diplomatic and tactful | <p>previous level</p> <ul style="list-style-type: none"> Demonstrates an awareness of the issues impacting service delivery Is politically aware and astute, demonstrating an understanding of the political dynamics at play in the Municipality Understands how the municipality works and the functions of the various directorates. Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns | <p>from previous levels</p> <ul style="list-style-type: none"> Understands and internalizes the municipality's priorities and goals Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols | <p>from previous levels</p> <ul style="list-style-type: none"> Demonstrates an understanding of the municipal and local government processes Ensures that all communication supports equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns. Demonstrates an intimate understanding of the capabilities, nature and potential of the service; In-depth knowledge of municipality's policies and procedures Understands priorities, goals and issues of local government |
| <p>4. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems. | <p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> Demonstrates logical, analytical reasoning and conceptual understanding. Is able to question and probe deeply about issues, using tact and diplomacy. Demonstrates competency in following through and continue with a line of questioning until the situation is completely understood. Thoroughly explores issues and uses initiative Considers various alternatives and does not settle for the first solution | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Demonstrates an intuitive grasp of issues and is able to link information Looks for new ways to solve problems and Demonstrates innovative and creative thinking Ability to balance detail orientation with 'big picture' thinking Deals effectively with unpredictability and can 'think on his/her feet'. Comfortable with a degree of ambiguity | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Demonstrates the ability to break down complex problems into manageable parts and identify solutions. Anticipates situations and can generate various solutions / options and contingency plans for problems May have to make judgment calls and decisions that could have significant corporate impact |

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| <p>5. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards and meets deadlines Uses time effectively and remains focused – does not become easily distracted Prioritises activities effectively to ensure that tasks are completed within schedule Ensures work is accurate and complete | <ul style="list-style-type: none"> Demonstrates competencies from previous level Manages resources to achieve the project objectives Sets high performance standards for self and others Follows procedures accurately Prioritises activities to ensure that project is completed within schedule Complies with budgetary requirements | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources Measures progress and monitors performance and results Assumes responsibility and accountability for successful completion of tasks and projects Ensures high quality output and initiates action to correct problems Develops contingency plans for potential problems | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages multiple projects Defines roles and responsibilities for project team members and clearly communicates expectations Sets and manages service level agreements with external service providers Prioritises multiple resources to meet competing deadlines Manages multiple budgets working with a range of large to small service providers, artists or experts. |
| <p>6. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p> | <ul style="list-style-type: none"> Ensures proper records of financial affairs and transactions | <ul style="list-style-type: none"> Demonstrates competencies from previous level Continuously looks for new opportunities to obtain and ensure optimal utilization of funding Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Will utilise the most cost-effective combination of media and communication channels and techniques to convey municipal messages to residents and stakeholders Understands and weighs up financial implications of propositions(e.g. advertising campaigns) Procures external service providers through the municipality's Supply management system Develops corrective | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Aligns expenditure to budgets and cash flow projections Follows billing and payment practices as set out by the municipality. Where service providers do not conform to standard accounting practices – some flexibility may need to be exercised—although checks must be applied in all instances |

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| <p>7. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p> | <ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to propose certain trends | <p>measures/actions to ensure alignment of budget to financial resources</p> <ul style="list-style-type: none"> • Has in-depth knowledge of national policy and legislation impacting on municipal finance | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Establishes what needs to be monitored • Develops monitoring systems that are easy to use and provide data that is relevant and timely • Implements tracking systems • Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly |
| <p>8. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p> | <ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role • Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the department | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Demonstrates advanced computer literacy and is able to use advanced features of relevant software packages • Is competent in the use of the relevant technology in the area • Embraces new technology and shows a willingness to learn | <p>measures/actions to ensure alignment of budget to financial resources</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs • Ability to interrogate information, analyse and draw conclusions to identify trends • Ability to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Aware of best practice and tools required to achieve this • Keeps up to date with current developments and trends • Encourages continual update and development of new skills with regard to technology usage |

| Public Service Orientation | | | |
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| <p>1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.</p> | <ul style="list-style-type: none"> • Demonstrates a commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Researches needs of clients; • Consults clients and stakeholders on ways to improve the delivery of services; • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery • Ensures that all events hosted or initiated by municipality showcase service delivery (achievements /milestones) or communicate service delivery information |
| <p>2. Interpersonal Relationships The ability to establish and</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Convines others of ideas | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Negotiates skilfully in tough |

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| <p>maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive | <p>the municipality</p> <ul style="list-style-type: none"> • Acknowledges contributions of others • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <p>without suppressing their views</p> <ul style="list-style-type: none"> • Acknowledges merits in others arguments and incorporates proposals where warranted • Shows confidence in engagement with internal and external stakeholders | <p>situations with both internal and external stakeholders</p> <ul style="list-style-type: none"> • Wins concessions without damaging relationships |
| <p>3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Understands the client's issues and seeks information about their current and future requirements • Supports others to take personal responsibility to deliver excellent customer service | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Takes specific and sustained action to implement the client service vision • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.) | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates personal commitment to the client service vision through own actions and attitudes • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. | |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Sets out work for others in a well-planned and clear manner • Provides a clear sense of purpose and focuses on successful completion of objectives | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors the management of multiple tasks and balances priorities and conflicts between tasks • Helps to clarify roles and responsibilities of team members • Delegates task responsibility to others and provide support | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Recognises and rewards those employees (within his/her discretionary authority) whose actions support the attainment of goals and objectives. Defines roles and responsibilities for team members and clearly communicates expectations • Grasp and articulates the big |

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| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff, management and stakeholders | <p>where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results</p> <ul style="list-style-type: none"> • Moves others to action by translating objectives and goals into day-to-day activities. • Guides and motivates others to take actions that support the stated goals and objectives. • Inspires staff with own behaviour – “walks the talk”; • Is forward thinking and produces innovative ideas | <p>picture and its implications</p> <ul style="list-style-type: none"> • Maintains a clear focus on the long term goals and produces more than one way of getting there • Initiates and manages change in pursuit of strategic objectives |
| | | | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals • Tactfully confronts and corrects others when necessary • Demonstrates calm around adversity • Is called upon to mediate conflicts and disagreements • Able to make unpopular decisions if it is in the best interests of the municipality • Shows a strength of character maintaining performance under duress and pressure • Uses an in depth understanding of the interactions within a | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Persuades political heads to adopt and implement results/outcomes of project • Appears confident (authoritative & credible) when addressing formal meetings and/or the media |

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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <p>group to move towards a specific agenda</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Able to manage in a multi-disciplinary team • Shares information and collaborates easily with others | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from other municipalities/departments | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Involves and empowers team in setting and achieving goals • Encourages team approach to problem solving • Recognises and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members • Builds team spirit and cohesion | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Uses complex strategies such as team assignments, cross team training, etc. to promote team morale and productivity • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from other |

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| | | | <ul style="list-style-type: none"> • across function boundaries in the respective departments • Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views) • Creates strong morale/team spirit | municipalities/departments and manage in a competitive environment |
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37. PROPERTY MANAGEMENT

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These a guide and therefore not limited to) | Property Management Officer | Operational Manager: Property Management | Assistant Manager: Property Management | General Manager Property Management |
| KNOWLEDGE | Under direct supervision of the Assistant Manager: Assets implement the Asset Management Plan operations <ul style="list-style-type: none"> • Assist with the implementation of the Property Management Operations • Implement Operational and Maintenance requirements in terms of the Municipality's Policies and property Portfolio • Assist with the operations of the Management of identified Council owned Property Portfolio, | Under direct supervision of the Assistant Manager: Assets oversee the Asset Management Operations. <ul style="list-style-type: none"> • Implement the Property Management Operations and Action Plans • Action Property Portfolio operational requirements in terms of the Municipality's Policies • Operational Management of Property Portfolio, acquisitions and disposal planning systems and tools in support of Property Department mandate for identified | Manage the Property Asset Function under the direct supervision of the General Manager and may be required to manage more junior staff <ul style="list-style-type: none"> • Implement the Property Management Strategy and Action Plans • Action detailed plans for Property | Manages a specialised Property Management Function under the leadership and guidance of the Director/Property Portfolio Manager <ul style="list-style-type: none"> • Align property management vision with the Municipal Growth Strategy and IDP • Develop a short – medium term Property Acquisition Strategy • Align Property Acquisition Strategy with the Municipality Strategy • Ensure increased economic base of underdeveloped areas in the Municipality |

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| | <ul style="list-style-type: none"> Assist with the implementation of operational solutions and services Assist with Operational Implementation of Property Department's Business Plan Assist with Operational maintenance of the Property Portfolio | <p>assets</p> <ul style="list-style-type: none"> Implement operational solutions and services in line with the Property Department's Business Plan | <p>Management, acquisition and disposal in terms of the Municipality's Policies</p> <ul style="list-style-type: none"> Manage the Council property portfolio and implement approved property management planning systems and tools in support of Property Department mandate Implement expert solutions and services that align with Property Department's business strategy, vision and mission. Manage the property portfolio aligned with Municipality's budget. Execute the property portfolio management, acquisition and disposal operational | <ul style="list-style-type: none"> Upscale the entrance of new property owners in Municipal land/property disposals Utilisation of the Municipal Property Portfolio to support social development Utilisation of the Municipal property portfolio to support the Housing Master Plan. | EXPERIENCE | Up to 1 year relevant experience | Between 1 and 3 years relevant | Between 3 and 5 years' | Between 5 and 10 years' experience in |
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| | experience | experience in Property Management junior/middle management | Property Management at middle/senior management |
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| QUALIFICATION | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Certificate/Diploma/equivalent in Property Management or related | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Diploma/equivalent in Property Management or related Ideal: Bachelor's Degree will be an advantage | (Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Degree/Diploma in Property Management or related Ideal: Postgraduate qualification will be an advantage |
| COMPETENCIES | | | |
| COMPETENCY LEVELS | | | |
| | 1 | 3 | 4 |
| Functional / Professional | | | |
| 1. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options. | <ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis Answers basic questions politely and helpfully | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Ascertains a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option Follows through on final decision | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option Executes option and accepts consequences and accountability |
| 2. Communication The ability to convey information | <ul style="list-style-type: none"> Demonstrates competencies from previous level | <ul style="list-style-type: none"> Demonstrates competencies from previous levels | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.</p> | <ul style="list-style-type: none"> • Attends to messages from others – correctly interprets and responds promptly and appropriately. Asks questions when issues appear unclear. • Appears aware of the various media available • Shows an understanding of the issues at hand and how best to communicate the information | <ul style="list-style-type: none"> • Organizes communication in a logical manner and Prioritises issues. • Ensures that all communication (both verbal and written) is clear and unambiguous • Uses terms, examples and analogies that are understood by all. • Adapts communication content and style according to the audience, including managing body language effectively; • Communicates effectively with people at all levels within the municipality • Is receptive to suggestions and ideas from others. • Demonstrates an in-depth understanding of the issues to be communicated | <p>previous levels</p> <ul style="list-style-type: none"> • Delivers messages in a manner that gains support, commitment and agreement; • Conveys information through various media, using a number of techniques to maintain audience attention. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding • Shows an exceptional grasp of the power of language and is very articulate. • Demonstrates conceptual clarity when communicating (i.e. explains ideas, viewpoints very clearly) • Ensures all bases are | <ul style="list-style-type: none"> • Is pro-active in dealing with all asset management situations and displays initiative – responding quickly to issues • Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders • Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness. • Ensures all communication is coordinated and integrated - not fragmented |
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| <p>3. Organisational Awareness Demonstrates an awareness of the Municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the Municipality.</p> | <ul style="list-style-type: none"> • Demonstrates an understanding of how the municipality works. • Is aware of the municipality's goals and objectives. • Is diplomatic and tactful | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Demonstrates an awareness of the issues impacting service delivery • Is politically aware and astute, demonstrating an understanding of the political dynamics at play in the Municipality • Understands how the municipality works and the functions of the various directorates. • Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns | <p>covered and that all information is correct and complete</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Understands and internalizes the municipality's priorities and goals • Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates an understanding of the municipal and local government processes • Ensures that all communication supports equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns. • Demonstrates an intimate understanding of the capabilities, nature and potential of the service; • In-depth knowledge of municipality's policies and procedures • Understands priorities, goals and issues of local government |
| <p>4. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines when solving problems • Knows when to refer problems to superior for resolution. • Shows initiative in suggesting possible solutions to certain problems. | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Demonstrates logical, analytical reasoning and conceptual understanding. • Is able to question and probe deeply about issues, using tact and diplomacy. • Demonstrates competency in following through and continue with a line of questioning until the situation is completely | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates an intuitive grasp of issues and is able to link information • Looks for new ways to solve problems and demonstrates innovative and creative thinking • Ability to balance detail orientation with 'big | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates the ability to break down complex problems into manageable parts and identify solutions. • Anticipates situations and can generate various solutions / options and contingency plans for problems • May have to make judgment calls and decisions that could have |

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| <p>5. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> • Manages the assigned tasks to the agreed standards and meets deadlines • Uses time effectively and remains focused – does not become easily distracted • Prioritises activities effectively to ensure that tasks are completed within schedule • Ensures work is accurate and complete | <p>understood.</p> <ul style="list-style-type: none"> • Thoroughly explores issues and uses initiative • Considers various alternatives and does not settle for the first solution • Demonstrates competencies from previous level • Manages resources to achieve the project objectives • Sets high performance standards for self and others • Follows procedures accurately • Prioritises activities to ensure that project is completed within schedule • Complies with budgetary requirements | <p>picture thinking</p> <ul style="list-style-type: none"> • Deals effectively with unpredictability and can 'think on his/her feet'. • Comfortable with a degree of ambiguity • Demonstrates competencies from previous levels • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Measures progress and monitors performance and results • Assumes responsibility and accountability for successful completion of tasks and projects • Ensures high quality output and initiates action to correct problems • Develops contingency plans for potential problems | <p>significant corporate impact</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Manages multiple projects • Defines roles and responsibilities for project team members and clearly communicates expectations • Sets and manages service level agreements with external service providers • Prioritises multiple resources to meet competing deadlines • Manages multiple budgets working with a range of large to small service providers, artists or experts. |
| <p>6. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p> | <ul style="list-style-type: none"> • Ensures proper records of financial affairs and transactions | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Continuously looks for new opportunities to obtain and ensure optimal utilization of funding • Identifies and acts on irregular | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Will utilise the most cost-effective combination of media and communication channels and techniques | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Aligns expenditure to budgets and cash flow projections • Follows billing and payment practices as set out by the municipality. Where service |

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| <p>7. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p> | <ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis | <p>expenditure and other losses that may constitute a criminal offense</p> | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to propose certain trends | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Establishes what needs to be monitored • Develops monitoring systems that are easy to use and provide data that is relevant and timely • Implements tracking systems • Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly | <p>providers do not conform to standard accounting practices – some flexibility may need to be exercised – although checks must be applied in all instances</p> |
| | | | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs • Ability to interrogate information, analyse and draw conclusions to | | <p>to convey municipal messages to residents and stakeholders</p> <ul style="list-style-type: none"> • Understands and weighs up financial implications of propositions (e.g. advertising campaigns) • Procures external service providers through the municipality's Supply management system • Develops corrective measures/actions to ensure alignment of budget to financial resources • Has in-depth knowledge of national policy and legislation impacting on municipal finance |

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| | | | identify trends <ul style="list-style-type: none"> Ability to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage | |
| 8. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results | | | | |
| Public Service Orientation | | | | |
| 1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities. | <ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from previous level Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Understands community needs and supports delivery through timely communication Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary Identifies and analyses opportunities where innovative ideas can lead to improved service delivery Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information | |
| | | | <ul style="list-style-type: none"> Ensures all follow-up activities are completed Ensures that all communication with stakeholders is a two-way process and that technologies and systems designed to support service delivery and client needs | |

| | | | are monitored and updated (e.g. website) | |
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| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Relates to people at all levels of the municipality • Acknowledges contributions of others • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Convinces others of ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where warranted • Shows confidence in engagement with internal and external stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships |
| <p>3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | | | | |
| Management | | | | |
| <p>1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Sets out work for others in a well-planned and clear manner • Provides a clear sense of purpose and focuses on successful completion of objectives | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors the management of multiple tasks and balances priorities and conflicts between tasks • Helps to clarify roles and responsibilities of team members • Delegates task responsibility to others and provide support where necessary. • Puts in place effective controls and monitoring processes to keep informed of issues and results • Moves others to action by translating objectives and | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Recognises and rewards those employees (within his/her discretionary authority) whose actions support the attainment of goals and objectives. Defines roles and responsibilities for team members and clearly communicates expectations • Grasp and articulates the big picture and its implications • Maintains a clear focus on the long term goals and produces more than one way of getting there • Initiates and manages change in pursuit of strategic objectives |

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| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff, management and stakeholders | <p>goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives.</p> <ul style="list-style-type: none"> • Inspires staff with own behaviour – “walks the talk”; • Is forward thinking and produces innovative ideas | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Persuades political heads to adopt and implement results/outcomes of project • Appears confident (authoritative & credible) when addressing formal meetings and/or the media |
| | | | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals • Tactfully confronts and corrects others when necessary • Demonstrates calm around adversity • Is called upon to mediate conflicts and disagreements • Able to make unpopular decisions if it is in the best interests of the municipality • Shows a strength of character maintaining performance under duress and pressure • Uses an in depth understanding of the | |
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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <p>interactions within a group to move towards a specific agenda</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
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38. QUANTITY SURVEYOR

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Trainee Quantity Surveyor Graduate Quantity Surveyor | Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor | Senior Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor | Principal Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor | Chief Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor |
| KNOWLEDGE | Performs junior surveying tasks under supervision/mentorship of a surveyor. May be part of a structured training program | Involvement in various professional surveying functions. Some degree of independence but primarily works under guidance and supervision. Could assist senior surveyors. Provides specialist advise to clients | Involvement in activities that is typically complex in nature. Applies an integrated body of knowledge. Works independently with a degree of guidance | Involvement in more complex professional surveying functions. Works independently. May supervise and mentor more junior surveyors | Participates in plans and leads complex projects. Works independently. Supervise and coordinate more junior surveyors |
| EXPERIENCE | Up to two years relevant experience | Between two and five years relevant experience | Between two and five years relevant experience | Between five and eight years relevant experience | Between five and ten years relevant experience |
| QUALIFICATION | B degree, First degree or National Diploma | BTech or First Degree | BTech or First Degree and professional registration is a preferred requirement | BTech or First Degree and professional registration is a preferred requirement | BTech or First Degree and professional registration is a preferred requirement |
| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
| Functional / Professional | | | | | |
| 1. Design The ability to design infrastructure in | <ul style="list-style-type: none"> • Designs basic infrastructure elements | <ul style="list-style-type: none"> • Demonstrates competencies from | <ul style="list-style-type: none"> • Demonstrates competencies from | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates competencies from |

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| <p>accordance to defined quantity surveying standards with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.</p> | <p>and processes under supervision</p> <ul style="list-style-type: none"> Supervises compilation of engineering drawings for basic infrastructure Compiles tender and contract documents for basic infrastructure, under supervision | <p>previous level</p> <ul style="list-style-type: none"> Designs infrastructure and processes independently and with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability Supervises compilation of engineering drawings Compiles tender and contract documents independently | <p>previous levels</p> <ul style="list-style-type: none"> Checks designs and detailing of engineers and junior engineers Designs complex engineering structures and processes Liaises with client departments regarding design specifications Signs off designs and drawings Approves contact and tender documents Considers the appropriateness of engineering solutions in the context of the community needs. Uses appropriate technologies in meeting community needs. | <p>from previous levels</p> <ul style="list-style-type: none"> Oversees and evaluate design of complex engineering projects Manages and assigns resources to designs projects Prioritises design in terms of budget availability | <p>previous levels</p> <ul style="list-style-type: none"> Recognized nationally and internationally as a specialist in his field of design Presents and written technical papers on design standards and processes Researches alternatives/new technologies |
| <p>2. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the Municipality.</p> | <ul style="list-style-type: none"> Contributes to planning by compiling, collating information from research, surveys and studies Analyses information to support feasibility study Compiles feasibility studies for projects that | <p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> Develops models for the analysis of information Conceptualizes options Contributes to analysis of the socio-economic impacts of the project | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Develops scenarios on projects Undertakes detailed analysis of options Analyses costs and financial implications | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Interpret IDP and spatial planning initiatives into specific project | <p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Contributes to the options analysis |

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| | <p>have a fairly localised impact</p> | <ul style="list-style-type: none"> Contributes to costing and financial analysis | <ul style="list-style-type: none"> Understands the needs of the community and tailors engineering solution to meet the needs of the community Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs | <ul style="list-style-type: none"> requirements Projects and forecasts short, medium and long term infrastructure needs for the municipality Evaluates alternative options | |
| <p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Manages the assigned tasks to the agreed standards (completes work within the scope of the TOR) Prioritises activities effectively to ensure that tasks are completed within schedule Complies with budgetary requirements | <ul style="list-style-type: none"> Demonstrates competencies from previous level Manages basic project to the agreed standards Manages resources to achieve the project objectives Prioritises activities to ensure that project is completed within schedule Able to complete project within budget | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages multiple projects to agreed standards Manages multidisciplinary projects Prioritises multiple resources to meet competing deadlines Manages multiple budgets | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages multiple Programmes Prioritises multiple resources to meet competing deadlines | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages the assigned tasks to the agreed standards (Prioritises activities effectively to ensure that tasks are completed within schedule Complies with budgetary requirements |
| <p>4. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> Understands how the business unit functions Basic knowledge about the municipality Basic knowledge of the local government | <ul style="list-style-type: none"> Demonstrates competencies from previous level Understands and is able to communicate the municipality's priorities and goals | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Contributes to shaping the departmental specific goals and | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Contributes to shaping the | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <p>environment</p> <ul style="list-style-type: none"> • Knowledge of the municipality's priorities and goals • Operates within of the municipality's policies and procedures • Awareness of the issues impacting service delivery | <ul style="list-style-type: none"> • In-depth knowledge of municipality's policies and procedures • Understands priorities, goals and issues within local government sector • Understands and applies the regulatory framework applicable to local government within specific functional area • Knowledge of the issues impacting service delivery | <p>priorities</p> <ul style="list-style-type: none"> • Well-developed knowledge of relevant municipal legislation • Contributes toward addressing the departmental service delivery challenges | <p>Directorate / Municipality's sector specific goals and priorities</p> <ul style="list-style-type: none"> • Contributes to shaping the Directorate / Municipality's policies and procedures • In-depth knowledge of relevant municipal legislation • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors projects and programmes • Checks against standards and regulations and signs off on |
| | <ul style="list-style-type: none"> • Checks work for errors and omissions before submission | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Checks work of subordinates for errors and omissions before submission • Ensures all details of a task are accomplished • Checks against standards and regulations | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Maintains a project checklist covering all detail which might be overlooked • Ensure that all information is available in the preparation of | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors projects and programmes • Checks against standards and regulations and signs off on | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |

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| <p>6. Operations and Maintenance The ability to understand the intricacies of operating infrastructure involved in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <ul style="list-style-type: none"> • Knowledge of technical specifications of elements within a system • Understanding of operating rules and procedures for the system | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Detailed knowledge of technical specifications of elements within the system • Detailed understanding of the operating rules and procedures • Can trouble shoot problems occurring within the system • Mitigates health, safety and environmental risks | <p>documentation</p> | <ul style="list-style-type: none"> • Accurately reviews documents and edits documents created by others • Demonstrates competencies from previous levels • Considers operational implications on a municipal wide basis • Predicts the financial, social, economic and environmental implications • Contributes to the development of national norms and standards • Anticipates events, situations and incidents that may impact on the operation for the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Develops operating rules and procedures for systems • Makes judgement decisions on issues falling outside of the operating rules and procedures • Anticipates events, situations and incidents that may impact on the operation of the system • Determines technical specifications for systems requirements |
| <p>7. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications,</p> | <ul style="list-style-type: none"> • Knowledge of construction and maintenance processes • Monitors compliance to | <ul style="list-style-type: none"> • Demonstrates competencies from previous level • In-depth knowledge of construction and | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Allocates resources | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Allocates resources |

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| <p>health and safety regulations, communicates in appropriate style in the supervision of construction workers.</p> | <p>design specifications, health and safety regulations</p> <ul style="list-style-type: none"> Communicates in appropriate style in the supervision of construction workers | <p>maintenance processes</p> <ul style="list-style-type: none"> Liaises effectively with external authorities and other stakeholders on project specific issues Able to deal effectively with contractual matters between the municipality and the contractors Mitigates health, safety and environmental risks | <p>(Labour, material equipment) to achieve desired objectives</p> <ul style="list-style-type: none"> Uses discretion in situations of deviation from design assumptions Manages multidisciplinary team Identifies and implements corrective action Liaises with client departments and contractors Manages project budgets and schedules effectively | <ul style="list-style-type: none"> Manages multiple maintenance and construction projects Manages Programme budgets and schedules Negotiates with Client departments and stakeholders | <p>(Labour, material equipment) to achieve desired objectives</p> <ul style="list-style-type: none"> Ability to use discretion in situations of deviation from design assumptions Identifies and implements corrective action Liaises with client departments and contractors |
| Public Service Orientation | | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from previous level Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Convinces others of his ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Awareness of to how people and municipalities function | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Sensitive to how people and municipalities function |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication | <ul style="list-style-type: none"> Demonstrates competencies from previous level Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework | <ul style="list-style-type: none"> Wins concessions without damaging relationships Demonstrates competencies from previous levels Captures complex issues clearly and concisely Conveys alternative viewpoints Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from previous level Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Engages effectively with general public Understands and articulates community needs in sector plans Manages community | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Speaks effectively on service delivery matters to the media | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

| Management | | | | | |
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| | | | expectations within financial, technical and capacity constraints | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from previous level Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from previous level Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from previous level Sets out work for others in a well- | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Able to translate Directorates goals into objectives for the unit and gains commitment | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

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| <p>commitment to the goals.</p> | | <p>planned and organised manner</p> | | <p>for these goals from his team</p> <ul style="list-style-type: none"> Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focused performance | |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Sets challenging tasks that stretches individuals abilities and self-confidence Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the underlying causes for non or poor performance and to provide the appropriate support Sets challenging tasks that stretches individuals abilities and self-confidence Actively renews own personal and professional skills and applies them in a productive way in the work environment Understands requirements for professional development of staff | <ul style="list-style-type: none"> Demonstrates competencies from previous levels Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the municipality Understands municipal needs and formulates and implements development plans, outlining specific performance measures. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> Demonstrates competencies from previous levels |

39. RECORDS MANAGEMENT

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Registration Clerk Registry Clerk Records Clerk | Senior Registration Clerk Senior Registry Clerk Senior Records Clerk Principal Registry Clerk Principal Records Clerk | Administration Officer Senior Administration Officer Chief Registry Officer Chief Records Officer | Records Manager |
| KNOWLEDGE | <p>Activities associated with recordkeeping and provide support by undertaking specific registry and/or messenger related activities in order to ensure instructions are complied with</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the local governmental environment • Knowledge of Information Management • Specialist knowledge of Records Management practices • Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc. • Knowledge of relevant standards as well as the statutory and | <p>Tasks associated with controlling the registering, recording, circulation and retrieval of documents and correspondence in accordance with laid down procedures directing applications associated with the registry and records functionality</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the local governmental environment • Knowledge of Information Management • Specialist knowledge of Records Management practices • Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc. | <p>Implement and maintain procedures and systems associated with controlling document and correspondence flow, storage, retrieval and disposal.</p> <p>Works independently within works/ maintenance program and with regular report-backs to the Manager.</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the local governmental environment • Knowledge of Information Management • Specialist knowledge of Records Management practices • Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing | <p>Sound knowledge of records management theory and practice, including standards and best practice</p> <p>Good knowledge of records management software applications and their use</p> <p>Has operational control and responsibility over all assets in the division.</p> <p>Responsible for general financial and administrative duties, including compilation of the budgets.</p> <p>Manages administrative and operational staff</p> <p>Works independently and reports to the relevant GM.</p> |

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| | regulatory framework within which an office functions | <ul style="list-style-type: none"> Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions | <p>systems, data management systems, electronic documents and records management systems etc.</p> <ul style="list-style-type: none"> Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions | <p>Specific knowledge:</p> <ul style="list-style-type: none"> Knowledge of the local governmental environment Knowledge of Information Management Specialist knowledge of Records Management practices Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc. Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions |
| EXPERIENCE | Between 0 and 1 year experience Experience in the fields of paper-based and electronic records management | Between 1 and 3 years relevant administrative experience Experience in the fields of paper-based and electronic records management | Between 3 and 5 years relevant experience. Experience in the fields of paper-based and electronic records management | Between 5 and 8 years' experience in middle management. Experience in the fields of paper-based and electronic records management |
| QUALIFICATION | Grade 11 Computer literacy | Grade 12 Computer literacy | Grade 12 Computer literacy Higher Certificate: Archives & Records Management | Appropriate Bachelor's Degree or Information/Records Management qualification Relevant training presented by the |

| | | COMPETENCIES | | | | National Archives and Records Service (NARS) |
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| COMPETENCY LEVELS | | 1 | 2 | 3 | 4 | |
| | | Functional / Professional | | | | |
| <p>1. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p> | <ul style="list-style-type: none"> Basic reading and writing abilities for sorting files, records and documents Transmitting facsimile copies to specific destinations and recording transmission details Able to follow basic instructions as contained in written communication Able to respond in writing to basic types of communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Insert acknowledgement of receipt on incoming mail, stamping and reflecting circulation details Insert control codes on correspondence received from internal and external sources Responsibilities with regard to laid down policies and procedures Able to follow complex instructions as contained in written communication Able to respond in writing to complex types of communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Reports as needed by Management Demonstrates written communication skills by using appropriate vocabulary and terminology Edits documentation and organizes complex information to facilitate understanding | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Ensures that recordkeeping is component of strategic and operational plans Develop rules for recordkeeping and resolves records management issues Demonstrates high level written communication skills | | |
| <p>2. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.</p> | <ul style="list-style-type: none"> Receiving of verbal instructions from immediate superior on work programmes and priorities related to specific departments Seek approval and execute sequences to facilitate the archiving and disposal of obsolete records Checks own work for errors and contacts immediate superior for guidance | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Provide guidance and give clear instructions with regard to daily functions within the office Report issues with regard to workflow to superior as and when necessary | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Give clear instructions to subordinates on work schedules with regard to daily workflow | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 | | |
| <p>3. Attention to detail Ability to accurately and precisely apply classification schemes to</p> | <ul style="list-style-type: none"> Checks own work for errors and contacts immediate superior for guidance | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Completes recordkeeping tasks | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a checklist covering | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Completes reports and other | | |

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| <p>ensure consistent methods of organizing and creating descriptive records with a view at making them accessible to users.</p> | <ul style="list-style-type: none"> Ensures that capturing of records are completed timeously Accurately and carefully follows established processes and procedures | <ul style="list-style-type: none"> Follows through with issues and can be relied upon to meet deadlines | <ul style="list-style-type: none"> Ensures high quality output and will initiate action to correct quality issues | <ul style="list-style-type: none"> documentation accurately Establishes criteria and work procedures to achieve high level of quality and service Sets high standards of work performance for self and others |
| <p>4. Advice and Guidance Ability to effectively offer advice and guide others on key requirements / compliance matters and technical issues.</p> | <ul style="list-style-type: none"> Relevant at a small scale as relating to collection, receiving and capturing of records | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides guidance, shares knowledge and information with junior staff and peers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Advise users how to meet their recordkeeping requirements Advise on technical issues related to records management Guide users on effective recordkeeping practices | <ul style="list-style-type: none"> Demonstrates competencies of levels 1 to 3. Liaise with senior management, peers, PAIA Officers, in order to develop relationships and communication channels Advise organization on record keeping responsibilities Represent the organization in the records management community |
| <p>5. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p> | <ul style="list-style-type: none"> Understands how the business unit functions Has basic understanding of the municipality, its priorities and goals Aware of policies and procedures and works in strict accordance within those parameters Aware of issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the organizational hierarchy, approval processes, committees and structures Understands the roles and responsibilities of each of the other units within his/her department and how they relate to the functional unit. Is aware of the municipality's goals and priorities Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Understands and internalizes municipality's goals and priorities Has in-depth knowledge of municipality's policies and procedures Understands local government | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Understands the department's service delivery mandate and how his/her unit supports the department in fulfilling that mandate Understands the broader political imperatives associated with municipal service delivery Is able to make meaningful contribution and comment on organizational and operational policies and processes |
| <p>6. Discipline Specific Skills</p> | <ul style="list-style-type: none"> Understands the principles and | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies | <ul style="list-style-type: none"> Demonstrates competencies from |

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| <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p> | <p>theory underpinning the specific profession</p> <ul style="list-style-type: none"> Has the ability to identify task specific problems and analyze all factors that influence the solution The ability to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired during the problem investigation The ability to execute or implement tasks or projects (for erecting signs, plumbing, electrical work, etc.) ensuring the efficient utilisation of people, materials, machines, equipment to achieve the end result within the set parameters | <p>from level 1.</p> <ul style="list-style-type: none"> Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. Ability to assess practicality of technical specifications for systems and process requirements Uses discretion in situations of deviation from operational assumptions Identifies and implements corrective action on routine tasks and within the authority delegated at this level | <p>from levels 1 and 2.</p> <ul style="list-style-type: none"> Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. Ability to make judgement decisions on issues falling outside of the operating rules and procedures | <p>level 1 to 3</p> |
| <p>7. Computer Literacy Displays a level of literacy in an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p> | <ul style="list-style-type: none"> Displays basic knowledge of MS Outlook Job card systems | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Able to use PC to draw up operational work plans and processes Able to use PC to collate progress reports Procurement and ordering systems Able to enter and analyze data using a range of computer packages according to set procedures Able to identify new electronic tools improve work efficiencies | <p>Demonstrates competencies from level 1 and 2</p> | <p>Demonstrates competencies from previous levels</p> |

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| <p>8. Information management The gathering and analysis of data and the management thereof utilising various techniques.</p> | <ul style="list-style-type: none"> Files to be distributed to different directorates/employees | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sorting of outgoing mail, incoming mail, circulating files, documents to be mailed. Insertion of appropriate control codes on all correspondence for traceability | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitor adherence to procedural requirements Coordinate sequences to facilitate the archiving and disposal of aged/obsolete records | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |
| <p>9. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.</p> | <ul style="list-style-type: none"> Perform tasks on verbal and written instructions to acceptable standards | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Ensure that correspondence files and records are maintained, circulated and retrieved in accordance with laid down procedures | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Clearly communicate expectations to subordinates Provide guidance and instruction when delegating Make contingency plans Extracting, collating and analyzing information to monitor usage of printers and related office equipment Collate, consolidate and prepare schedules to reflect usage of specific services Ensure adequate support is made available and requests and instructions are adhered to | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Establish appropriate procedures to keep informed of issues and results Ensure high-priority work is accomplished within required timelines. |
| Public Service Orientation | | | | |
| <p>1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.</p> | <ul style="list-style-type: none"> Demonstrates a commitment to excellence. Keeps commitments and promises in undertaking tasks and meeting deadlines. Corrects service delivery problems promptly without being defensive. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Researches needs of clients. Consults clients and stakeholders on ways to improve the delivery of services. Acts professionally in | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Ensures all follow-up activities are completed. Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ensures that all communication with stakeholders is a two-way process. Ensures that technologies and systems designed to support service delivery and client needs |

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| | | <p>interaction with clients and stakeholders.</p> | <p>service standards.</p> <ul style="list-style-type: none"> Creates a climate of service delivery excellence for unit. | <p>are monitored and updated.</p> <ul style="list-style-type: none"> Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. Consults and utilises international best practices on service delivery innovation. |
| <p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Is able to establish rapport and gets on with others. Communicates effectively. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality. Acknowledges contributions of others. Shows confidence in engagement with internal and external stakeholders. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Accurately captures others' expectations, ideas and concerns. Encourages and considers inputs of others. Convinces others of ideas without suppressing their views. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Acknowledges merits in others' arguments and incorporates proposals where merited. Negotiates skilfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. Is able to be direct and forthright as well as diplomatic and tactful. Handles sensitive one-on-one discussions effectively (does not disclose sensitive information). Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement. |
| <p>3. Client orientation and customer focus Understands the service needs of a client/customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and</p> | <ul style="list-style-type: none"> Understands the range of clients to be served. Takes personal responsibility for providing excellent service quality. Corrects problems promptly, without being defensive. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Supports others to take personal responsibility to deliver excellent customer service. Understands the client's issues and seeks information about | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates personal commitment to the client service vision through own actions and attitudes. Maintains clear communication with clients regarding mutual | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions. Recognises individuals and areas that are demonstrating behaviours |

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| exceeding client needs in a timely and appropriate manner. | | their current and future requirements. • Takes specific and sustained action to implement the client service vision. | expectations. | and outcomes consistent with the client service vision. • Ensures response times are quick. |
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| Management | | | | |
| <p>1. Leadership The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides guidance to others and focuses on successful completion of objectives. • Motivates self and others to produce quality work within deadline. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets out work for others in a well-planned and clear manner. • Helps to clarify roles and responsibilities of team members. • Delegates task responsibility to others and provide support where necessary. • Puts in place effective controls and monitoring processes to keep informed of issues and results. • Inspires staff with own behaviour – ‘walks the talk’. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Is forward thinking and produces innovative ideas. • Defines roles and responsibilities for team members and clearly communicates expectations. • Monitors the management of multiple tasks and balances priorities and conflicts between tasks. • Grasps and articulates the big picture and its implications. • Maintains a clear focus on the long-term goals and produces more than one way of getting there. |
| <p>2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional. • Is respected by peers. | <ul style="list-style-type: none"> • Motivates colleagues to accomplish tasks and missions. • Influences others effectively using a number of techniques. • Has credibility with staff, management and stakeholders. | <ul style="list-style-type: none"> • Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals. • Tactfully confronts and corrects others when necessary. • Demonstrates calm around adversity. • Motivates service providers to | <ul style="list-style-type: none"> • Motivates and inspires others. • Establishes support and projects authority and credibility. • Is called upon to mediate conflicts and disagreements. • Settles disputes as quickly and effectively as possible to reduce tension and conflict. • Is able to make unpopular decisions if it is in the best interests of the municipality. |

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| | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others. Is able to function effectively as a team member. Shares information and collaborates easily with others. | <ul style="list-style-type: none"> Works effectively with people from other departments. Participates actively as a member of a team to move the team towards the attainment of goals. | <p>accomplish tasks.</p> <ul style="list-style-type: none"> Listens to and fully involves others in team decisions. Encourages team approach to problem solving. Recognises and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members. Builds team spirit and cohesion within the unit. Creates strong morale/team spirit. | <ul style="list-style-type: none"> Shows strength of character maintaining performance under duress and pressure. Uses an in-depth understanding of the interactions within a group to move towards a specific agenda. |
| <p>3. Team orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers. Understands own limitations. Articulates tasks and expectations and sets realistic standards. | <ul style="list-style-type: none"> Anticipates mistakes and freely offers assistance without being overbearing. Actively renews own personal and professional skills and applies them in a productive way in the work environment. Encourages 'on-the-job' training and the acquisition of new skills. | <ul style="list-style-type: none"> Empowers others and distributes the workload appropriately. Encourages self-reliance and allows staff to make and learn from mistakes. Sets challenging tasks that stretches individuals' abilities and self-confidence. | <ul style="list-style-type: none"> Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders. Is actively involved in the retention and development of talent within the unit. Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style. |
| <p>4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | | | | |

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| | | | <ul style="list-style-type: none"> Provides individuals with guidance on how to handle new or difficult situations. |
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40. SAMPLING SERVICES

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Graduate Trainee: Sampler | Sampler: Water & Wastewater | Senior Sampler: Water & Wastewater | Principal Sampler: Water & Wastewater |
| KNOWLEDGE | <p>Assists in water & wastewater sampling tasks under supervision/mentorship of a senior Sampler.</p> <p>May be part of a structured training program</p> | <p>Participates in various water & wastewater sampling functions. Some degree of independence but primarily works under guidance and supervision.</p> <ul style="list-style-type: none"> Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations Awareness of the requirements of the laboratory that will conduct the analyses Collection of samples from various treated water (distribution networks, | <ul style="list-style-type: none"> Performs well-defined activities. Applies a known body of knowledge. Works independently and seeks advice as and when required. Supervises and coordinates other members of the Sampling Team. Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations Awareness of the requirements of the laboratory that will conduct the analyses | <ul style="list-style-type: none"> Manages well-defined water & Wastewater Sampling functions. Works independently within well-defined working relationship with other stakeholders and disciplines. Supervises and monitors other members of the Sampling Team. Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations Awareness of the requirements of the laboratory that will conduct the analyses Evaluation of sampling points |

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| | reservoirs, urban rivers, and public baths). <ul style="list-style-type: none"> Basic understanding of water sample preservation and transportation | <ul style="list-style-type: none"> Collection of samples from various treated (distribution networks, reservoirs, urban rivers, and public baths) and untreated water (dams, boreholes, wetland, pond and vleis, coastal marine surf zones, and stormwater). Boat sampling (including vlei and dam samplings) Basic understanding and application of SASS (South African Scoring System, an accredited Aquatic invertebrate sampling technique) Demonstrates good awareness of recommended water sample preservation techniques | <ul style="list-style-type: none"> Acquired vast knowledge and experience in sampling various treated and untreated water Collection of samples from groundwater and industrial effluent Boat sampling (including vlei and dam samplings) SASS (South African Scoring System, an Aquatic invertebrate sampling technique) Certification Demonstrates good awareness of recommended water sample preservation techniques, handling precautions, sampling plan and procedures Competent as an environmental sampler |
| EXPERIENCE | No experience required | Up to one year relevant experience | Between three and five years' experience in similar field; Skipper's licence and swimming competency |
| QUALIFICATION | Matric with Biology, Mathematics and Physical Science subjects; Computer Literacy and Code 8 Drivers licence | Matric with Biology, Mathematics and Physical Science subjects; Computer Literacy and Code 8 Drivers licence | Matric with Biology; Mathematics and Physical Science subjects; Computer Literacy and Code 8 Drivers licence; ability to read street and road maps Declared competent in all (currently used) job related sampling techniques |

| COMPETENCIES | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| <p>1. Planning & Control The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p> | <ul style="list-style-type: none"> Participates in planning by compiling, collating from research, surveys and studies | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Knowledge of what, where, how and when samples are to be taken | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Coordinates planning activities with regard to Sampling Understands the needs of sampling to meet the needs of the community and legal requirements | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Evaluates alternative Sampling options Assists in the development of the sampling and environmental monitoring programme |
| <p>2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a project checklist covering all detail which might be overlooked Ensure that all information is available in the preparation of documentation | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created by others |
| <p>3. Safety Awareness Ability to use common sense to reduce risks at working environment.</p> | <ul style="list-style-type: none"> Basic awareness of what constitutes a chemical or mechanical hazard | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identification of Chemical hazards: Water pollution, Harmful chemicals, Toxic/flammable gases, wastes Identification of Mechanical hazards: Faulty Sampling Tools/ equipment, trapping, crushing, ejected parts | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identification of Chemical hazards: Water pollution, Dumps, Harmful chemicals, Toxic/flammable gases, wastes Identification of Mechanical hazards: Faulty Sampling Tools/ equipment, trapping, crushing, ejected parts Awareness of Legal problems: Sites of Special Scientific Interest, | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Identification of Chemical hazards: Water pollution, Dumps, Harmful chemicals, Toxic/flammable gases, wastes. Identification of Mechanical hazards: Faulty Sampling Tools / equipment, trapping, crushing, ejected parts Identification of biological hazards: Recognizing abnormal systems (i.e. ill or dead Flora and fauna, Fungi, |

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| <p>4. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <ul style="list-style-type: none"> • Basic knowledge of technical specifications of elements within a system • Understanding of operating rules and procedures for sampling instruments | <p>Faulty Sampling Tools/ equipment, trapping, crushing, ejected parts</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Knowledge of technical specifications of elements within the system • An understanding of the operating rules and procedures for sampling instruments • Participates in trouble shooting problems • Identifies and escalates health, safety and environmental risks • Participates in the development of routine and scheduled maintenance programmes | <p>Conservation areas, etc.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes in long term planning and forecasting of sampling operation requirements • Considers the financial, social, economic and environmental implications • Contribute to sampling Schedules • Demonstrates thorough knowledge of normal sampling equipment (including Electrical Conductivity (EC), Temperature, pH, and Dissolved Oxygen (DO) meters) operation and calibrate them when necessary or required according to the manufacturer's specifications | <p>Reptiles, and aquatic insects)</p> <ul style="list-style-type: none"> • Awareness of Legal problems: Sites of Special Scientific Interest, Conservation areas, etc. • Respond to potential and actual hazardous conditions as they arise • Demonstrates competencies from level 1 to 3. • Considers operational implications on a municipal wide basis • Predicts the financial, social, economic and environmental implications • Develops operating rules and procedures for sampling • Participate in the development of monitoring programmes based on analysis of the sampling routes • Ensures compliance to sampling procedures and specification • Undertakes demand and conservation management • Demonstrates thorough knowledge of normal sampling equipment (including Electrical Conductivity (EC), Temperature, pH, and Dissolved Oxygen (DO) meters) operation and calibrate them when necessary or required according to the manufacturer's specifications |
| <p>5. Data Capture Ability to collect, capture and exchange data from various formats and sources.</p> | <ul style="list-style-type: none"> • Basic application of sampling instruments • May participate in a structured Sampling training programme • Basic survey level | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Uses Chlorine Kit to measure Chlorine level for treated Water | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Uses Chlorine Kit to measure Chlorine level for treated Water • Measure and record dissolved Oxygen using DO meter | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3plus • Diagnoses and troubleshoots sampling equipment • Uses Chlorine Kit to measure Chlorine level for treated Water |

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| <p>6. Information Technology Ability to use information technology principles and techniques to build programmes within the GIS environment.</p> | <p>participation</p> | <ul style="list-style-type: none"> • Measure and record dissolved Oxygen using DO meter • Measure and record water Temperature and Turbidity using relevant instruments • Create and maintain photo record of sampling points • Record all collected samples | <ul style="list-style-type: none"> • Measure and record water Temperature, pH, Conductivity and Turbidity using relevant instruments • Create and maintain photo record of sampling points • Record all collected samples • Measure and record pH and water depth for Boreholes using relevant instruments | <ul style="list-style-type: none"> • Measure and record dissolved Oxygen using DO meter • Measure and record water Temperature, pH, Conductivity and Turbidity using relevant instruments • Create and maintain photo record of sampling points • Record all collected samples • Measure and record pH and water depth for Boreholes using relevant instruments • Monitor sampling equipment to ensure maintenance schedules are adhered to • Demonstrates thorough knowledge of normal sampling equipment operation • Identify causes of operating errors for sampling equipment, take actions or escalate the problem to more senior personnel • Performs related field and on site observations and testing as assigned |
| | <ul style="list-style-type: none"> • Basic computer literacy • Take part in a training programme on the use of relevant software packages | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Create and download files on database such as LIMS for sampling run to handheld loggers • Uses GPS from data loggers to create new sampling point and verifying each sampling point visit. • Capture field data to handheld logger and download to LIMS after every run. • Train the Samplers to utilise the GPS equipment and training on database software • Interpretation of GIS Maps | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Create and download files on LIMS for sampling run to handheld loggers • Uses GPS from data loggers to create new sampling point and verifying each sampling point visit. • Capture field data to handheld logger and download to LIMS after every run. • Train the Samplers to utilise the GPS equipment and training on database software • Interpretation of GIS Maps | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Plan monthly schedule utilising LIMS system • Plan daily the route for sampling • Create and download files on LIMS for sampling run to handheld loggers • Uses GPS from data loggers to create new sampling point and verifying each sampling point visit • Capture field data to handheld logger and download to LIMS after every run • Interpretation of GIS Maps • Assess the sample run compliance and |

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| | | download to database after every run | Repairs and maintenance of handheld equipment | implement any corrective measures |
| | | Basic understanding of GIS Maps | Identification and location of sampling points | Advance repairs and maintenance of handheld equipment utilising LIMS alerts |
| | | Identification and location of sampling points using large-scale map such as a 1:10 000 map (orthophoto) | Find sampling points using GPS coordinates (latitude and longitude) | Uses Google earth to map and locate sampling points with GPS coordinates |
| | | Completed ISO 17025 training course or equivalent | Completed ISO 17025 training course | Completed ISO 17025 training course |
| | Awareness of the IOS 17025 process within which functions are being performed | | It will be required that the sampler adheres to the procedures for various types of samples as stipulated in the ISO 17025 Quality Management System (QMS) | Ensure adherence to the procedures for various types of samples as stipulated in the ISO 17025 Quality Management System (QMS) |
| Public Service Orientation | | | | |
| 7. Quality Orientation Ability to ensure high quality output and to follow sampling processes and procedures. | | | | |
| 1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. | Able to establish rapport and gets on with others | Demonstrates competencies from level 1. | Demonstrates competencies from level 1 and 2. | Demonstrates competencies from level 1 to 3. |
| | Communicates effectively | Relates to people at all levels of the Municipality | Convinces others of his ideas without suppressing their views | Ability to be both direct and forthright as well as diplomatic and tactful |
| | Acknowledges contributions of others | Shows confidence in engagement with internal and external stakeholders | Acknowledge merits in others arguments and to incorporate in proposals where it is warranted | Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement |
| | | Accurately captures others expectations, ideas and concerns | Negotiates skillfully in tough situations with both internal and external stakeholders | Awareness of how people and Municipalities function |
| | | Encourages and considers inputs of others | Wins concessions without damaging relationships | Act, and where or when necessary, escalate issues arising during sampling to the higher authority or immediate supervisor |
| | | Serve as a liaison officer between employer and the customers and public | | Assist in responding to and resolving customer concerns and complaints regarding water quality and industrial effluent pollution |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures advanced issues clearly and concisely Conveys alternative viewpoints Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public Understands and articulates community needs in sector plans Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media |
| Management | | | | |
| <p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives |
| <p>5. Team Orientation The capacity to promote a cooperative climate, understand</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across |

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| group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal. | <ul style="list-style-type: none"> Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>6. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organized manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focused performance |
| <p>7. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Sets challenging tasks that stretches individual's abilities and self-confidence Recognises the need for and provides individuals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the underlying causes for non or poor performance and to provide the appropriate support Sets challenging tasks that stretches individual's abilities and self-confidence Actively renews own personal and professional skills and applies them in a productive way in the work | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the Municipality Understands Municipality needs and formulates and implements development plans, outlining specific performance measures. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals |

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| | | with guidance on how to handle new or difficult situations | environment <ul style="list-style-type: none"> Understands requirements for professional development of staff | learning style <ul style="list-style-type: none"> Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
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41. SCIENTIST

| LEVELS | 1 | 2 | 3 | 4 | 5 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Graduate Trainee: Scientist | Scientist: Microbiologist, Biotechnologist, Chemist, Environmentalist, Ecologist, Botanist, Zoologist, Statistician, Other Scientists | Senior Scientist: Microbiologist, Biotechnologist, Chemist, Environmentalist, Ecologist, Botanist, Zoologist, Statistician, Other Scientists | Principal Scientist: Microbiologist, Biotechnologist, Chemist, Environmentalist, Ecologist, Botanist, Zoologist, Statistician, Other Scientists "Section Head" | Chief Scientist Manager: Scientific Services "Departmental Director" |
| KNOWLEDGE | Participates in performing complex Scientific tasks under supervision/mentorship of Scientific practitioner. May be part of a structured training program. | Contributes to various professional Scientific functions. Some degree of independence but primarily works under guidance and supervision. Could assist superiors in providing specialist advice to clients. | Performs activities that are complex in nature. Applies an integrated body of knowledge. Works independently and seeks advice as and when required. May supervise junior Scientific personnel. | Manages professional teams and complex Scientific functions. Works independently. May supervise and mentor junior Scientific personnel. | Leads and manages complex Scientific activities/ services and/or departments. Works independently. May mentor junior scientists. |
| EXPERIENCE | Basic Undergraduate laboratory training | Up to two years' relevant experience | Between two and five years of relevant experience post professional registration | Between five and eight years of relevant experience post professional registration | Between eight and twelve years of relevant experience post professional registration |
| QUALIFICATION | ND or BSc Science degree | ND or BSc Science degree Eligible to register as | 4 year tertiary qualification in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental | 4 year tertiary qualification in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental | 4 year tertiary qualification in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental |

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| | Candidate Natural Scientist | or other related Science qualification Plus registration as Pr.Sci.Nat | or other related Science qualification Plus registration as Pr.Sci.Nat | or other related Science qualification Plus registration as Pr.Sci.Nat |
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| COMPETENCIES | | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | 5 |
| Functional / Professional | | | | | |
| <p>1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p> | <ul style="list-style-type: none"> Participates in planning by compiling, collating information from research, surveys and studies Analyses information to support feasibility studies and the requirements of the Integrated Development Plan (IDP) and the Growth and Development Strategy (GDS) Contributes to the compilation of feasibility studies for complex Scientific problems and Research | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to the development of complex monitoring tools for the analysis of information Conceptualizes options Contributes to analysis of the socio-economic impacts of the environmental developments Contributes to Scientific Research studies and implementation. Responsible for the maintenance schedule for instruments. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages and integrates the planning of junior Scientific personnel Initiates and conducts Scientific Research and investigate environmental problems Ensures and undertakes detailed analysis of options Analyses costs and financial implications for capital projects and operations and maintenance Understands the needs of the community and provide Scientific solution to meet the needs of the | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Oversees and evaluates the planning of complex Scientific projects Interprets IDP and spatial planning initiatives into specific Scientific project requirements Projects and forecasts short, medium and long term Scientific needs for the municipality Evaluates alternative options Determines the remaining economical life of equipment | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads planning departments and integrates planning across disciplines Interprets and scopes planning requirements for service delivery as guided by IDP Prepares concept proposals and seeks and provides advice on latest technology Provides Scientific inputs on the preparation and implementation of programmes, projects, capital and operations and maintenance budgets Prioritises the annual programme and budgets |

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| <p>2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other Scientific tasks, to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> Participates in the development of a clear project brief Prepares, co-ordinates and monitors a project initiation programme Participates in the assigned tasks to the agreed standards (completes work within the scope of the TOR) Prioritises activities effectively to ensure that tasks are completed within schedule Ensures compliance with budgetary requirements | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages the inputs of subordinate Scientific personal Determines the procurement policy for the Scientific projects Manages and monitors the preparation of project costing Coordinates preparation of project documentation and construction programmes Manages projects and services in accordance with Service Level Agreement Manages resources to achieve the project objectives Prioritises activities to ensure that project is | <p>community</p> <ul style="list-style-type: none"> Considers institutional arrangements and capacities in planning and proposing Scientific solutions to meet community needs | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary projects and programmes Manages the project requirements of funders Ensures stakeholder communication Prioritises multiple resources to meet competing deadlines Finalizes project proposal and feasibility studies Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters Conceptualizes, and ensures that the maintenance requirements are determined based on asset management for | <p>to align with strategies and goals</p> <ul style="list-style-type: none"> Structures multi-year Scientific projects |
| <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Employs analytical structuring of projects and project planning to ensure adequate control over projects and the efficient, effective and economic implementation and completion thereof to the required quality and standard and within set time frames and budgets. Terminates contracts in terms of relevant policies and code of conduct for Scientific profession where the Consultant is in default | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages multiple projects to agreed standards Prioritises multiple resources to meet competing deadlines Agrees requirements and preferences, assessing user needs and options Establishes project brief, objectives, priorities, constraints, assumptions and methodologies Finalizes and approves project documentation and Scientific research programme Manages multiple project schedules, resources and budgets | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages the project requirements of funders Ensures stakeholder communication Prioritises multiple resources to meet competing deadlines Finalizes project proposal and feasibility studies Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters Conceptualizes, and ensures that the maintenance requirements are determined based on asset management for | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Employs analytical structuring of projects and project planning to ensure adequate control over projects and the efficient, effective and economic implementation and completion thereof to the required quality and standard and within set time frames and budgets. Terminates contracts in terms of relevant policies and code of conduct for Scientific profession where the Consultant is in default | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Employs analytical structuring of projects and project planning to ensure adequate control over projects and the efficient, effective and economic implementation and completion thereof to the required quality and standard and within set time frames and budgets. Terminates contracts in terms of relevant policies and code of conduct for Scientific profession where the Consultant is in default | |

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| <p>3. Organisational Awareness The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> Understands how the business unit functions Basic knowledge about the municipality Basic knowledge of the local government environment Knowledge of the municipality's priorities and goals Operates within the municipality's policies and procedures Awareness of the issues impacting service delivery | <p>completed within schedule</p> <ul style="list-style-type: none"> Completes project within budget. Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals In-depth knowledge of municipality's policies and procedures Understands priorities, goals and issues within local government sector Understands and applies the regulatory framework applicable to local government within specific functional area Knowledge of the issues impacting service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities Well-developed knowledge of relevant municipal legislation Contributes toward addressing the departmental service delivery challenges | <p>all relevant projects</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Contributes to shaping the Directorate / Municipality's sector specific goals and priorities Contributes to shaping the Directorate / Municipality's policies and procedures In-depth knowledge of relevant municipal legislation In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Global awareness of development in the infrastructure sector Understands the integration and intricacies of service delivery for economic and community development Ensures community participation and develop strategies to ensure compliance Has an understanding of governance and audit |
| <p>4. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions before submission | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a project checklist covering all detail which might be overlooked Ensure that all information is available in the preparation of | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitor Scientific projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 Global awareness of Scientific Research Ensure that findings are correctly interpreted and implemented |

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| <p>5. Data Processing & Analysis Ability to process data and propose business improvements in the way in which it is processed.</p> | <ul style="list-style-type: none"> Assist during environmental monitoring programme in order to meet legal requirements. Collect and format scientific data, using statistical software for water/air quality research projects in order to report on progress, effectiveness, impact, feasibility, viability and savings Assist during to Scientific Research supporting Blue and Green Drop assessment processes | <p>standards and regulations</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Participate in environmental monitoring programme in order to meet legal requirements. Analyse scientific data, using statistical software for water/air quality research projects in order to report on progress, effectiveness, impact, feasibility, viability and savings Contribute to Scientific Research and Development, Blue and Green Drop assessment processes | <p>documentation</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Carry out inspections of water treatment plants and suggest operational changes when required Supervise the process of analysing water for the purpose of monitoring performance of water treatment plants, distribution network and filtration plants Conduct scientific investigations regarding environmental pollution in the Water Works Supervise sample analysis and preparation of reagents and chemicals of the laboratory in compliance with ISO 17025 and good laboratory practice (GLP) Perform specialised sample analysis on | <p>documents and edits documents created by others</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage Scientific Research projects to inform business improvements. Support the Green and Blue Drop Requirements by ensuring data provision Knowledge and information management Scrutinize scientific research findings to better service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads Scientific department and integrates scientific Services across disciplines Implement Scientific research finding for improved service delivery as guided by IDP |
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| <p>6. Use of Technology The ability to utilise technology in the workplace to optimise functioning of Scientific Services.</p> | <ul style="list-style-type: none"> Assist with the operation of instruments used for environmental monitoring and Lab analysis | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Operate instruments used for environmental monitoring and Lab analysis | <ul style="list-style-type: none"> Ensure the implementation of the quality system (ISO 17025) Attend to complaints of unsatisfactory water and enquires concerning potable water Supervise and mentor junior Scientists. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage and maintain monitoring instruments required for mandated service delivery | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 Global awareness of Technology application for Scientific Services Ensure that relevant technology is applied to improved service delivery and to meet all legal requirements |
| <p>7. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas, keeping up with current developments and trends in areas of expertise.</p> | <ul style="list-style-type: none"> Demonstrates basic understanding of natural science Participate on Scientific Research activities including site visits and data collection | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform scientific activities such as investigation of environmental pollution etc. Undertake Scientific Research | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Initiate and Conduct research to stay abreast of recent practices water treatment | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Made judgment and ensure successful implementation of Scientific research findings | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 Global awareness of Natural Sciences Ensure availability of relevant discipline specific skills. |

| Public Service Orientation | | | | | |
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| <p>4. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the Municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted • Negotiates skillfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement • Awareness of to how people and Municipality function | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Sensitive to how people and Municipality function |
| <p>5. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organizes and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience • Structures written documents in a logical framework | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Accurately reviews documents and edits documents created by others • Organizes discussions in logical manner • Responds to questions with accurate and complete answers • Communicates | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately • Communicates sensitive or controversial information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively • Uses language and style | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4 |

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| <p>6. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <p>effectively with people at all levels</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints | <p>to capture the attention of the audience</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media • Has an appreciation and understanding of the service delivery imperative and its demands on public servants | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Has an understanding of service delivery imperative and its demands on public servants |
| Management | | | | | |
| <p>7. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Effectively influences senior management | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Uses influence to achieve objectives | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4 |
| <p>8. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across function boundaries in the respective departments • Encourages team | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Fosters a strong sense of team belonging • Contributes towards positive climate within team |

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| | | <ul style="list-style-type: none"> • Shares information and collaborates easily with others | <ul style="list-style-type: none"> • Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> • approach to problem solving • Recognizes and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> • Involves and empowers team in setting and achieving goals |
| <p>9. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organized manner | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team • Provides a clear sense of purpose and focuses on successful completion of objectives • Organizes resources and inspires others towards focused performance | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4 |
| <p>10. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individual's | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages self-reliance and allows staff to make and learn from mistakes • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Actively involved in the retention and development of talent within the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4 |

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| | | <p>abilities and self-confidence</p> <ul style="list-style-type: none"> • Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> • Sets challenging tasks that stretches individual's abilities and self-confidence • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Understands requirements for professional development of staff | <p>Municipality</p> <ul style="list-style-type: none"> • Understands Municipality needs and formulates and implements development plans, outlining specific performance measures. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations | |
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42. SOCIAL DEVELOPMENT - DISTRICTS

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL DESIGNATIONS</p> <p>(These are a guideline and therefore not limited.)</p> | <p>Assistant Professional: Social Development Facilitation</p> | <p>Professional: Social Development Facilitation</p> | <p>Senior Professional: Social Development Facilitation</p> | |
| <p>KNOWLEDGE</p> | <p>Knowledge and understanding of human behaviour and social systems and legislation to assist with interventions at the points where people interact with their environments in order to promote self-empowerment</p> <p>The understanding of social work services and how this can be utilized to protect people who are vulnerable, at risk and unable to protect themselves</p> | <p>Relevant specialist knowledge and experience in the areas of:</p> <ul style="list-style-type: none"> • Customer Relations • Communication • Service Integration and Coordination; • Project Management Methodology • All relevant legislation and policies; • Sound knowledge of Monitoring and Evaluation methodologies; • The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and</p> | <p>Relevant specialist knowledge and experience in the areas of:</p> <ul style="list-style-type: none"> • Customer Relations • Communication • Service Integration and Coordination; • Project Management Methodology • All relevant legislation and policies; • Sound knowledge of Monitoring and Evaluation methodologies; • The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures</p> | |

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| | | | procurement procedures | relating to accountability and procurement procedures | |
| EXPERIENCE | Between 1 and 3 years relevant experience | Between 3 and 5 years relevant experience | Between 5 and 8 years relevant experience | | |
| QUALIFICATION | NQF 6 Computer Literacy | BComm Computer Literacy | NQF 6 C: Social Auxiliary Work Computer Literacy | | |
| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 | |
| Functional / Professional | | | | | |
| 1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve the municipality's goals. | <ul style="list-style-type: none"> Appears supportive of initiatives and co-operates willingly in execution of tasks and duties | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays personal interest in the well-being of colleagues; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Recognises individuals and provides developmental feedback in accordance with performance management principles Ensures role clarity and gives direction to the team Manages conflict through a participatory transparent approach. Able to constructively engage with line manager, and putting forth own team's view/concerns/proposals | | |
| 2. Conceptual Thinking The ability to gather information, | <ul style="list-style-type: none"> Identifies simple problems within a set process | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. | | |

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| <p>analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> • Applies guidelines and processes to solve simple problems • Refers problems to supervisor that do not fit guidelines | <ul style="list-style-type: none"> • Shows initiative in suggesting possible solutions to certain problems. • Knows when to refer problems to supervisor for resolution • Follows up with referral process | <ul style="list-style-type: none"> • Demonstrates logical, analytical reasoning and conceptual understanding. • Draws on experience and strong general knowledge and shows ability to ask probing questions in order to understand user needs • Thoroughly explores issues and uses initiative • Considers various alternatives and does not settle for the first solution | |
| <p>3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> • Has basic knowledge about the municipality and Social Development facilitation processes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands how the service functions and relationships with other pertinent areas within the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has knowledge of municipal/provincial legislation relating to community facilitation Services • Execute the municipality's priorities and goals • Contributes toward addressing the municipality's service delivery challenges | |
| <p>4. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p> | <ul style="list-style-type: none"> • Checks work for errors and omissions • Ensures all tasks are completed timeously • Accurately and carefully follows established processes and procedures | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ensures all details of a task are accomplished • Completes administrative tasks accurately and proofs own work to identify errors or omissions • Follows through with issues and can be relied upon to meet deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Maintains a checklist covering all detail which might be overlooked • Notices errors or problems prior to tasks being completed • Ensures a high quality output and will initiate action to correct quality / issues | |
| <p>5. Professional / Technical</p> | <ul style="list-style-type: none"> • Initiate and implement the | <ul style="list-style-type: none"> • Facilitate and enable social | <ul style="list-style-type: none"> • Manage the facilitation of | |

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| <p>Proficiency Understands and applies a practical and/or theoretical body of knowledge within the Social development Service discipline, in order to give effect to the mandate of the function in local government.</p> | <p>Directorate / Department crosscutting projects and programmes aimed at improving service delivery, utilizing project management principles in support of the management by project methodology</p> <ul style="list-style-type: none"> o | <p>and community development through the provision of developmental and community services,</p> <ul style="list-style-type: none"> o Interventions and programmes aimed at empowering communities, creating positive social change, building social cohesion, o Changing individual and community behavioural patterns, facilitating human development and strengthening communities. | <p>Social Development processes of both, projects within defined sectors in a district and respond to incidental Social Development needs within communities on a district basis</p> | |
| <p>6. Monitoring and Controlling The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p> | <ul style="list-style-type: none"> • Builds due dates into assignments, tasks and delegations • Effectively communicates milestones and expected results • Asks questions to obtain relevant information • Ensure that all details of a project are accomplished. • Keeps track of many small details without forgetting any | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Establish a system to follow up on projects/tasks/assignments. • Sets up feedback mechanisms in order to monitor work in progress • Maintains a project checklist covering all detail which might be overlooked • Notices errors or problems prior to projects being completed • Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects. • Initiates action to correct quality problems or notifies | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Establish a system to follow up on projects/tasks/assignments. • Sets up feedback mechanisms in order to monitor work in progress • Maintains a project checklist covering all detail which might be overlooked • Notices errors or problems prior to projects being completed • Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects. • Initiates action to correct quality problems or notifies | |

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| | | <p>others of quality issues as appropriate.</p> <ul style="list-style-type: none"> Gathers information on the probability of success and the consequences of failure | <p>others of quality issues as appropriate.</p> <ul style="list-style-type: none"> Gathers information on the probability of success and the consequences of failure Identifies risks and takes appropriate action to mitigate the risks and communicates on risk matters and possible solutions | |
| <p>7. Planning and Organising The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions and outcomes/results.</p> | <ul style="list-style-type: none"> Translates project objectives into specific plans Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources Measures progress and monitors performance and results | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Develops integrated plans for the work unit and others that interface with the department's budget Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others Develops scenarios on projects Assists others to plan and organise their work | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results Develops partnership agreements that ensures win – win outcomes for all parties Projects and forecasts short, medium and long term needs for the municipality | |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and</p> | <ul style="list-style-type: none"> Relates well to others Initiates contact with other | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. |

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| <p>maintain productive relationships with people within and outside of the municipality.</p> | <p>people</p> <ul style="list-style-type: none"> • Displays consideration towards others • Listens effectively and responds appropriately | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Is able to assert his/her opinions | <ul style="list-style-type: none"> • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others convinces others of his/her ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where merited • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships • Ability to be both direct and forthright as well as diplomatic and tactful | <ul style="list-style-type: none"> • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication. Responds to questions with accurate and complete answers • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement. Communicates effectively with people at all levels within the municipality • Listens well and is receptive and encourages participation | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Develops well defined communication strategy. Understands the audience and is able to use appropriate medium to convey or engage target audiences. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipality needs when communicating differing viewpoints on complex issues; • Expresses ideas to individuals and groups both in formal and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Communicates with the media without compromising the integrity of the municipality • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |

| | and mutual understanding. | informal settings in an interesting and motivating way | | |
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| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Displays commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders • Is aware of community needs and expectations and understands the processes for integrating these into the Municipality's GIS plans | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Is committed to engaging communities in all aspects relating to service delivery. Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation) • Establishes a collaborative relationship with the community. Is aware of the civic municipalities and is able to engage them in service delivery processes. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and articulates community needs in sector plans. Is able to quantify community needs and evaluate their implications for the municipality • Manages community expectations within financial, technical and capacity constraints • Speaks effectively on service delivery matters to the media | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Displays a customer focus • Is reliable and delivers on time • Establishes rapport with customers • Responds to client needs timeously | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; • Supports others to take | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands the client's issues and seeks information about their current and future requirements; • Takes specific and sustained action to implement the client service vision; • Implements client satisfaction feedback to ensure provision of quality service; | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. |

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| | | personal responsibility to deliver excellent customer service; | <ul style="list-style-type: none"> Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.); | |
| Management | | | | |
| 1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively. | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific agenda | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure. Demonstrates calm around adversity | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Persuades political heads to adopt and implement results/outcomes of project. Gains support by capitalizing on understanding of political forces affecting the organization. Able to make unpopular decisions if it is in the best interests of the municipality |
| 2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal. | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity Involves and empowers team in setting and achieving goals Remains abreast with other initiatives in the Municipality and looks for ways to | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments. Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources |

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| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • cooperates and integrates Works effectively with people from other municipalities/ departments and manage in a competitive environment | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. • Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning |
| <p>4. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipal mandate.</p> | <ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; • Defines roles and responsibilities for project team members and clearly communicates expectations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides a clear sense of purpose and focuses on successful completion of objectives • Motivates and coaches project teams to achieve highest project results; | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Provides advice and guidance on policies; • Acts decisively having assessed the risks • Leads and coordinates the translation of policy into action plans and conceptualises the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; • Monitors policy implementation | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; • Monitors policy implementation |

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| | | <ul style="list-style-type: none"> Seeks mutual benefit/win-win outcomes for all concerned; Inspires staff with own behaviour – “walks the talk”; Complies with statutory requirements and apply policies consistently | <ul style="list-style-type: none"> long term effects of the desired outcomes of project; Initiates and manages change in pursuit of strategic objectives Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals; | and puts in place procedures to manage risks. |
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43. SOCIAL DEVELOPMENT - SPECIAL PROJECTS

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Assistant Professional: Service delivery Assistant Professional: Street people Assistant Professional: Substance abuse Assistant Professional: Vulnerable groups | Professional Officer: Service delivery Professional Officer: Street people Professional Officer: Substance abuse Professional Officer: Vulnerable groups | Reintegration supervisor | Senior Professional: Street people Senior Professional: Substance abuse Senior Professional: Vulnerable groups Senior Professional: Youth |
| KNOWLEDGE | Knowledge and understanding of human behaviour and social systems and legislation to assist with interventions at the points where people interact with their environments in order to promote self-empowerment | Relevant specialist knowledge and experience in the areas of: | Relevant specialist knowledge and experience in the areas of: | Relevant specialist knowledge and experience in the areas of: |
| | | <ul style="list-style-type: none"> Customer Relations Communication Service Integration and Coordination; Project Management | <ul style="list-style-type: none"> Customer Relations Communication Service Integration and Coordination; Project Management | <ul style="list-style-type: none"> Customer Relations Communication Service Integration and Coordination; Project Management |

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| | The understanding of social work services and how this can be utilized to protect people who are vulnerable, at risk and unable to protect themselves | <p>Methodology</p> <ul style="list-style-type: none"> All relevant legislation and policies; Sound knowledge of Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures</p> | <p>Methodology</p> <ul style="list-style-type: none"> All relevant legislation and policies; Sound knowledge of Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures</p> | <p>Methodology</p> <ul style="list-style-type: none"> All relevant legislation and policies; Sound knowledge of Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures</p> |
| EXPERIENCE | Between 1 and 3 years relevant experience | Between 3 and 5 years relevant experience | Between 5 and 8 years relevant experience | More than 8 years relevant experience |
| QUALIFICATION | Relevant 3 year B-Degree or National Diploma Computer Literacy | Relevant 3 year B-Degree or National Diploma Computer Literacy | Relevant 3 year B-Degree with C; Social Auxiliary Work as an advantage Computer Literacy | Relevant 3 year B-Degree or National Diploma Computer Literacy |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. People Management Manages and encourages people, | <ul style="list-style-type: none"> Appears supportive of initiatives and co-operates willingly in | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. |

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| <p>optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p> | <p>execution of tasks and duties</p> | <ul style="list-style-type: none"> Displays personal interest in the well-being of colleagues; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals | <ul style="list-style-type: none"> Recognises individuals and provides developmental feedback in accordance with performance management principles Ensures role clarity and gives direction to the team Manages conflict through a participatory transparent approach. Able to constructively engage with line manager, and putting forth own team's view/concerns/proposals | <ul style="list-style-type: none"> Assigns clearly defined tasks to sub ordinates Monitors and evaluates employee performance on tasks and takes appropriate action where subordinate performance is deficient Delegates and empowers others to increase contribution and level of responsibility and accountability Able to manage own time as well as time of colleagues. Facilitates team goal setting and problem solving; Tactfully confronts others when necessary and able to make unpopular decisions when necessary. |
| <p>2. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p> | <ul style="list-style-type: none"> Identifies simple problems within a set process Applies guidelines and processes to solve simple problems Refers problems to supervisor that do not fit guidelines | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative in suggesting possible solutions to certain problems. Knows when to refer problems to supervisor for resolution Follows up with referral process | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates logical, analytical reasoning and conceptual understanding. Draws on experience and strong general knowledge and shows ability to ask probing questions in order to understand user needs Thoroughly explores issues and uses initiative Considers various alternatives and does not settle for the first solution | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Shows strong conceptual processes and looks for new ways to solve problems Shows an ability to ask probing questions and elicit pertinent information from users in order to understand their needs. Demonstrates an intuitive grasp of issues and is able to link information Ability to balance detail orientation with 'big picture' thinking Involves the appropriate people to resolve complex, inter-departmental problems |

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| <p>3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p> | <ul style="list-style-type: none"> Has basic knowledge about the municipality and Social development projects and programmes | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands how the social development functions and relationships with other pertinent areas within the municipality | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Has knowledge of municipal/provincial legislation relating to Social Development Services Is aware of municipality's priorities and goals Contributes toward addressing the municipality's service delivery challenges | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Understands and internalizes the municipality's priorities and goals Has an in-depth knowledge of municipality's policies and procedures Demonstrates an awareness of the issues impacting service delivery |
| <p>4. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p> | <ul style="list-style-type: none"> Checks work for errors and omissions Ensures all tasks are completed timely Accurately and carefully follows established processes and procedures | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Ensures all details of a task are accomplished Completes administrative tasks accurately and proofs own work to identify errors or omissions Follows through with issues and can be relied upon to meet deadlines | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a checklist covering all detail which might be overlooked Notifies errors or problems prior to tasks being completed Ensures a high quality output and will initiate action to correct quality issues | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Completes reports and other documentation accurately and proofs own work to identify errors or omissions Establishes criteria and work procedures to achieve a high level of quality and service Sets high standards of work performance for self and others Accepts responsibility for outcomes and refocuses/reworks tasks when appropriate |
| <p>5. Professional / Technical Proficiency Understands and applies a practical and/or theoretical body of knowledge within the Social development discipline, in order to give effect to the role and mandate of the function.</p> | <ul style="list-style-type: none"> Supervise, coordinate and to oversee the work programme of the Fieldworkers to ensure compliance with various legislative bylaw policy provisions and in line with the Strategies and Programmes relating to Special Projects | <ul style="list-style-type: none"> Provides professional support to the department in respect of providing a specialist and generalist function e.g. Social development facilitation in order to ensure sustainable service delivery | <ul style="list-style-type: none"> Supervise, coordinate and to oversee the work programme of the Reintegration Unit to ensure compliance with various legislative by-law and policy provisions and in line with the Social Development Directorate / Department Strategies and Programmes | <ul style="list-style-type: none"> Develop, manage and coordinate the implementation of Municipality programmes in terms of support; identify and manage stakeholder relationships, especially with Provincial Government and external service providers; plan and design of programmes within |

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| <p>6. Monitoring and Controlling The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.</p> | <ul style="list-style-type: none"> • Builds due dates into assignments, tasks and delegations • Effectively communicates milestones and expected results • Asks questions to obtain relevant information • Ensure that all details of a project are accomplished. • Keeps track of many small details without forgetting any | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Establish a system to follow up on projects/tasks/assignments. • Sets up feedback mechanisms in order to monitor work in progress • Maintains a project checklist covering all detail which might be overlooked • Notices errors or problems prior to projects being completed • Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. • Gathers information on the probability of success and the consequences of failure | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Establish a system to follow up on projects/tasks/assignments. • Sets up feedback mechanisms in order to monitor work in progress • Maintains a project checklist covering all detail which might be overlooked • Notices errors or problems prior to projects being completed • Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. • Gathers information on the probability of success and the consequences of failure • Identifies risks and takes appropriate action to mitigate the risks and communicates | <p>this portfolio involves utilising project management and monitoring and evaluation (M&E) methodologies geared towards the Municipality's Social Development Strategy.</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |
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| <p>7. Planning and Organising The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions and outcomes/results.</p> | <ul style="list-style-type: none"> • Translates project objectives into specific plans • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Measures progress and monitors performance and results | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Develops integrated plans for the work unit and others that interface with the department's budget • Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results • Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others • Develops scenarios on projects • Assists others to plan and organise their work | <p>on risk matters and possible solutions</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results • Develops partnership agreements that ensures win – win outcomes for all parties • Projects and forecasts short, medium and long term needs for the municipality | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 |
| <p>Public Service Orientation</p> | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Relates well to others • Initiates contact with other people • Displays consideration towards others • Listens effectively and responds appropriately | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Relates to people at all levels of the municipality • Shows confidence in | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others convinces others of his/her ideas without suppressing their views • Acknowledges merits in others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement |

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| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication. Responds to questions with accurate and complete answers • Adapts communication content and style according to the audience including managing body language effectively; • Delivers messages in a manner that gains support, commitment and agreement. Communicates effectively with people at all levels within the Municipality • Listens well and is receptive and encourages participation and mutual understanding. | <p>engagement with internal and external stakeholders</p> <ul style="list-style-type: none"> • Is able to assert his/her opinions | <p>arguments and incorporates proposals where merited</p> <ul style="list-style-type: none"> • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships • Ability to be both direct and forthright as well as diplomatic and tactful | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve</p> | <ul style="list-style-type: none"> • Displays commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Develops well defined communication strategy. Understands the audience and is able to use appropriate medium to convey or engage target audiences. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Is committed to engaging communities in all aspects relating to service delivery. Understands the need for | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Communicates with the media without compromising the integrity of the municipality • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Understands and articulates community needs in sector plans. Is able to quantify community needs and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. |

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| <p>municipal goals.</p> | <p>general public and stakeholders</p> <ul style="list-style-type: none"> Is aware of community needs and expectations and understands the processes for integrating these into the municipality's plans | <p>socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation)</p> <ul style="list-style-type: none"> Establishes a collaborative relationship with the community. Is aware of the civic municipalities and is able to engage them in service delivery processes. | <p>evaluate their implications for the municipality</p> <ul style="list-style-type: none"> Manages community expectations within financial, technical and capacity constraints Speaks effectively on service delivery matters to the media | |
| <p>4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> Displays a customer focus Is reliable and delivers on time Establishes rapport with customers Responds to client needs timeously | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; Supports others to take personal responsibility to deliver excellent customer service; | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.) | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Demonstrates personal commitment to the client service vision through own actions and attitudes; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. |
| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. |

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| <p>attitude in others and be able to influence others effectively.</p> | <p>professional</p> <ul style="list-style-type: none"> Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority | <ul style="list-style-type: none"> Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific agenda | <ul style="list-style-type: none"> Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure. Demonstrates calmness around adversity | <ul style="list-style-type: none"> Persuades political heads to adopt and implement results/outcomes of project. Gains support by capitalizing on understanding of political forces affecting the organization. Able to make unpopular decisions if it is in the best interests of the municipality |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity Involves and empowers team in setting and achieving goals Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate Works effectively with people from other municipalities/ departments and manage in a competitive environment | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments. Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources |
| <p>3. Coaching and Mentoring The ability to assess skills,</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2, . | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. |

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| <p>performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <p>subordinates</p> <ul style="list-style-type: none"> • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> • Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style • Sets challenging tasks that stretches individuals abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and applies them in a productive way in the work environment • Encourages self-reliance and allows staff to make and learn from mistakes | <ul style="list-style-type: none"> • Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support • Actively involved in the retention and development of talent within the municipality | <ul style="list-style-type: none"> • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. • Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning |
| <p>4. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipality mandate.</p> | <ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; • Defines roles and responsibilities for project team members and clearly communicates expectations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides a clear sense of purpose and focuses on successful completion of objectives • Motivates and coaches project teams to achieve highest project results; • Seeks mutual benefit/win-win outcomes for all concerned; • Inspires staff with own behaviour – “walks the talk”; • Complies with statutory | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Provides advice and guidance on policies; • Acts decisively having assessed the risks • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; • Initiates and manages change in pursuit of strategic objectives | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; • Monitors policy implementation and puts in place procedures to manage risks. |

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| | | requirements and apply policies consistently | <ul style="list-style-type: none"> Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals; | |
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44. SUPERVISOR/ FOREMAN

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL CAREER STREAM (These are a guideline and therefore not limited.) | Team Leader Group Leader - Technical Operational Supervisor | Senior Operational Supervisor Foreman Senior Foreman Artisan Foreman Construction Foreman Plant Foreman | Superintendent Technician Superintendent Supervising Foreman | Senior Superintendent Engineering Superintendent Engineering Overseer |
| KNOWLEDGE | Oversees a small group of workers performing basic / elementary functions. Performs the same work, but leads the team. Works independently under general instruction. Operational supervisor typically drives a vehicle. | Supervises a large or major work team or a number of small teams performing a greater variety of work. Responsible for the deployment and control of the necessary equipment, tools, machinery, plant and vehicles to undertake the work. Responsible for the progress and completion of the job. Performs general administrative duties. Works independently within works/maintenance program and with regular report-backs to a Superintendent/ Manager. | Has operational control and responsibility over an installation, plant, workshop, depot or area. Draws up operational work plans and maintenance programs. Has supervisory control over the Foreman/ Senior. Performs general administrative duties. Works independently within works/maintenance program and with regular report-backs to the Manager. | Has operational control and responsibility over a number of installations, plants, large and diverse workshops, depots or areas. Draws up operational work plans and maintenance programs. Can have supervisory control over Superintendent or Foreman/ Senior and Artisans. Responsible for general administrative duties, including the budget. Works independently within works/ maintenance program |

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| | | | | | and with less regular report-backs to the Manager. |
| EXPERIENCE | Between 1 and 2 years' relevant experience required | Between 3 and 5 years' relevant experience required. | Between 3 and 5 years' relevant experience required. | Between 3 and 5 years' relevant experience required. | Minimum 5 years' experience in a supervisory technical position required. |
| QUALIFICATION | Grade 9 or equivalent technical qualification | Grade 10 or equivalent technical qualification Relevant driver's license | Grade 10 or equivalent technical qualification | Grade 12 or equivalent technical qualification | Trade Tested Artisan or Technical/Professional qualification. |
| COMPETENCIES | | | | | |
| COMPETENCY LEVELS | | | | | |
| | 1 | 2 | 3 | 4 | |
| | Functional / Professional | | | | |
| 1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals. | <ul style="list-style-type: none"> • Assigns clearly defined tasks to subordinates • Able to manage own time as well as time of subordinates • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient • Leads by example • Seeks opportunities to increase personal contribution and level of responsibility • Knowledge of labour and employment legislation and regulations (Basic Conditions of Employment, etc.) • Treats all people with respect • Displays personal interest in the well-being of colleagues • Creates strong team spirit | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Gives direction to team in meeting the project objectives • Gets people to go along with him/her • Shows strong leadership traits • Delegates and empowers others to increase contribution and level of responsibility and accountability • Applies labour and employment legislation and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Facilitates team goal setting and problem solving • Recognises individuals and teams and provides developmental feedback in accordance with performance management principles • Manages conflict through a participatory transparent approach. • Provides insight, assistance to managers and subordinates in promoting a culturally and racially integrated workplace • Understands issues impacting retention and is able to take remedial action within his delegated powers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 | |

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| <p>2. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <p>amongst subordinates</p> <ul style="list-style-type: none"> • Organises the team and develops a work plan • Effectively allocates own time to complete work • Coordinates own and others' schedules to avoid conflicts • Able to use resources optimally • Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently. • Able to prioritise tasks • Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate • Remains focused on task at hand • Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion • Check quality of work against pre-determined specifications • Ensures that established procedures for completing work tasks are followed • Initiates action to correct quality problems or notifies others of quality issues as appropriate | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Defines roles and responsibilities for project team members and clearly communicates expectations; • Manages multiple teams • Able to prioritize multiple resources to meet competing deadlines • Monitors and controls activities by maintaining a log of work, production, or maintenance | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Consistently identifies appropriate resources for a variety of assignments • Provide guidance and instruction when delegating • Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively • Makes contingency plans | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Knows and relies on the "experts" in various departments who can address and solve special problems • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) • Establishes appropriate procedures to keep informed of issues and results • Ensures that high-priority work is accomplished within required timelines • Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, and enhancement of the individual's knowledge/skills) • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required |
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| | actions, constraints, or deadlines |
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| <p>3. Work Place Safety The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.</p> | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. |
| <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Recommend and/or improve safety or security procedures • Review safety training materials • Identifies safety issues and problems—Detects hazardous working conditions • Is alert to unsafe work conditions • Reports and/or correct s unsafe work conditions and safety problems; checks equipment and/or work area regularly • Takes corrective action— • Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures • Monitors the corrective action— • Monitors safety or security issues after taking corrective action and ensures continued compliance | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates logical, consequential thinking • Demonstrates the ability to break down complex problems related to delegated tasks into |
| <ul style="list-style-type: none"> • Display knowledge of all related safety or security regulations • Is aware of coworkers' safety in the workplace • Understand how to use and operate safety equipment • Demonstrates and/or explains safety equipment and/or procedures • Enforces safety and/or security procedures • Documents and/or monitors safety or security violations • Is aware of the hazards of working with dangerous materials | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates logical, consequential thinking • Demonstrates the ability to break down complex problems related to delegated tasks into |
| <p>4. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is</p> | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Puts preventative measures in place to ensure that problems do not recur in the future |

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| <p>able to see the 'Bigger Picture'.</p> | <p>rationale for proposed solutions</p> <ul style="list-style-type: none"> Determines root causes of problems and evaluates whether solutions address root causes Involves the appropriate people, to resolve complex task related problems | <p>manageable parts and identify solutions</p> | <p>options and contingency plans for localized problems</p> | <ul style="list-style-type: none"> Probes deeply and considers consequences and risks attached to actions and the impact of solutions |
| <p>5. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p> | <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule. Focuses on the short to medium tasks on a project basis Identifies resource requirements for undertaking specific tasks. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources Identifies and allocates resources Responsible for the deployment and control of the necessary equipment, tools, machinery, plant and vehicle to undertake the work Measures progress and monitors performance and results Develops contingency plans for potential problems | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Sets goals and objectives relevant to the function and focuses on the customers' needs Develops integrated plans for the work unit and others that interface with the depots/workshop Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others Determines tasks and resources—Determines project/assignment requirements by breaking them down into tasks; identifying equipment, materials, and people needed; and coordinating with internal and external partners Draws up maintenance and preventative maintenance programmes | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Identifies and acts on opportunities to partner with other departments to achieve desired results Taps into the resources of other units and departments to achieve results Projects and forecasts short, medium and long term needs for the operations falling under his/her control |
| <p>6. Budgeting Maximises the municipalities'</p> | <ul style="list-style-type: none"> Demonstrates knowledge of general concepts of budgeting | <ul style="list-style-type: none"> Demonstrates competencies from level 1. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 |

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| <p>business sense and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p> | <p>and forecasting and how they interrelate</p> <ul style="list-style-type: none"> • Able to make provision for operational requirements in budgets • Understands operational requirements and is able to feed this into the budgeting process. | <ul style="list-style-type: none"> • Ensures proper records of financial affairs and transactions • Understands and weighs up financial implications of propositions • Able to prioritise expenditure to maximise operational efficiencies • Looks for new opportunities to obtain and save funds; | <ul style="list-style-type: none"> • Prepares own budget in line with the strategic objectives of the municipality • Aligns expenditure to budgets and cash flow projections • Prepares financial reports and guidelines based on prescribed format • Develops corrective measures/actions to ensure alignment of budget to financial resources • Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense • Ensures effective utilisation of financial resources • Takes utmost care to protect municipal assets | <p>to 3</p> |
| <p>7. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p> | <ul style="list-style-type: none"> • Understands how the business unit functions • Has basic understanding of the municipality, its priorities and goals • Aware of policies and procedures and works in strict accordance within those parameters • Aware of issues impacting service delivery | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the municipal hierarchy, approval processes, committees and structures • Understands the roles and responsibilities of each of the other units within his/her department and how they relate to the functional unit. Also understands the roles and responsibilities of other departments within the municipality. • Understands the department's | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and internalises municipality's goals and priorities • Has in-depth knowledge of municipality's policies and procedures • Understands local government contribution and comment on municipal and operational policies and processes | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |

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| | | <p>service delivery mandate and how his/her unit supports the department in fulfilling that mandate</p> <ul style="list-style-type: none"> • Is aware of the municipality's goals and priorities • Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto • Understands the broader political imperatives associated with municipal service delivery | | |
| <p>8. Computer Literacy</p> | <ul style="list-style-type: none"> • Displays basic knowledge of MS Outlook • Job card systems | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to use PC to draw up operational work plans and processes • Able to use PC to collate progress reports • Procurement and ordering systems • Able to enter and analyze data using a range of computer packages according to set procedures • Able to identify new electronic tools improve work efficiencies | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 | <ul style="list-style-type: none"> • Demonstrates competencies from previous levels |
| <p>9. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas</p> | <ul style="list-style-type: none"> • Understands the principles and theory underpinning the specific profession • Has the ability to identify task specific problems and analyze all factors that influence the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 |

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| <p>of expertise.</p> | <p>solution</p> <ul style="list-style-type: none"> The ability to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired during the problem investigation The ability to execute or implement tasks or projects (for erecting signs, plumbing, electrical work, etc.) ensuring the efficient utilisation of people, materials, machines, equipment to achieve the end result within the set parameters | <ul style="list-style-type: none"> Ability to assess practicality of technical specifications for systems and process requirements Uses discretion in situations of deviation from operational assumptions Identifies and implements corrective action on routine tasks and within the authority delegated at this level | <ul style="list-style-type: none"> Ability to make judgement decisions on issues falling outside of the operating rules and procedures | |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others arguments and to incorporate in proposals where it is warranted Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement Awareness of how people and municipalities function |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Structures written documents in a logical framework Captures complex issues clearly and concisely | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences |

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| | <ul style="list-style-type: none"> • Uses terminology appropriate to the audience | <ul style="list-style-type: none"> • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions with accurate and complete answers | <ul style="list-style-type: none"> • Ability to read situations and interest positions and to respond appropriately • Communicates sensitive or controversial information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required |
| Management | | | |
| <p>1. Direction Setting The ability to motivate and inspire others to voluntarily give off their best in working towards a common vision or goal.</p> | <ul style="list-style-type: none"> • Gives direction to team in meeting objectives and deadlines • Defines roles and responsibilities for team members and clearly communicates expectations | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Monitors the management of multiple tasks and balances priorities and conflicts between tasks • Moves others to action by translating objectives and goals into day-to-day activities. • Guides and motivates others to take actions that support the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Grasps and articulates the big picture and its implications • Maintains a clear focus on the long term goals and produces more than one way of getting there • Is forward thinking and |

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| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional Commands respect from peers and subordinates Settles disputes as quickly and as effectively as possible | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff | <ul style="list-style-type: none"> stated goals and objectives. Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives | <p>produces innovative ideas</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Able to make unpopular decisions if it is in the best interests of the municipality Shows a strength of character maintaining performance under duress and pressure Is called upon to mediate conflicts and disagreements |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Communicates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing Understands subordinates | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Deals effectively with others in an antagonistic situation using appropriate inter-personal styles and methods to reduce tension or conflict between people | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Sets challenging tasks that stretches individuals abilities and self-confidence Ability to understand the underlying causes for non or poor performance and to provide the appropriate support Actively involved in the retention | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Understands municipal needs and formulates and implements development plans, outlining specific performance measures. Recognises the need for and provides individuals |

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| | <ul style="list-style-type: none"> limitations Encourages 'on-the-job' training and the acquisition of new skills | <ul style="list-style-type: none"> way in the work environment Encourages self-reliance and allows staff to make and learn from mistake Empowers others and distributes the workload appropriately | <ul style="list-style-type: none"> and development of talent within the municipality Monitors progress and gives individuals specific feedback on their performance | <ul style="list-style-type: none"> with guidance on how to handle new or difficult situations Mentors and coaches others where appropriate |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a team, working effectively as a team member Shares information and collaborates easily with others Creates strong morale/team spirit | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Involves and empowers team in setting and achieving goals Participates actively as a member of a team to move the team towards the attainment of goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Involves others by listening to and fully involving others in team decisions Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members Builds team spirit and cohesion within the unit | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 |

45. SUPPLY CHAIN MANAGEMENT

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guide and therefore not limited to) | Assistant SCM Practitioner | SCM Practitioner / Specialist | Senior SCM Practitioner / Specialist | Principal SCM Practitioner / Specialist |
| KNOWLEDGE | Conducts work according to prescribed norms and standards under the general direction of an | Conducts work according to prescribed norms and standards under the general direction of an | Under general direction, independently performs more complex work in an SCM | Provides expert SCM advice and guidance and support SCM strategy. Responsible for managing |

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| | <p>experienced practitioner.</p> <p>Basic understanding of demand planning, procurement processes, tender processes, logistics and supplier management.</p> <p>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>MS Office including Word, Excel, Powerpoint</p> | <p>experienced Senior practitioner.</p> <p>Good understanding of demand planning, procurement processes, tender processes, logistics and supplier management.</p> <p>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>SCM policy and supporting guidelines</p> <p>MS Office including Word, Excel, Powerpoint</p> | <p>environment. May supervise junior staff.</p> <p>Conducts work according to prescribed norms and standards under the general direction of an experienced principal practitioner or Head.</p> <p>Very good (intermediate level) understanding of demand planning, procurement processes, tender processes, logistics and supplier management. Understands how the SCM department / directorate functional areas are interlinked / interdependent. Can integrate across all SCM functional areas.</p> <p>Leads, conducts and controls work according to prescribed norms and standards.</p> <p>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>SCM policy and supporting guidelines</p> <p>MS Office including Word, Excel, Powerpoint</p> | <p>information according to prescribed norms and standards.</p> <p>May supervise and manage a team responsible for the SCM information / knowledge hub</p> <p>SCM expert in demand planning, procurement processes, tender processes, logistics and supplier management. Supports management in the execution of key strategies for the implementation of SCM vision, mission and objectives around all functional areas in the department/ directorate.</p> <p>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>SCM policy and supporting guidelines</p> <p>MS Office including Word, Excel, Powerpoint</p> |
| <p>EXPERIENCE</p> | <p>Up to 2 years relevant experience required</p> | <p>Between 2 and 5 years relevant experience required</p> | <p>Between 5 and 8 years' relevant experience across SCM processes including 2 years of supervisory</p> | <p>Between 5 and 8 years, or more relevant experience covering all aspects of the relevant SCM</p> |

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| | process. | experience | |
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| QUALIFICATION* | Management of SCM information or having gained specialist experience in a SCM discipline. | A relevant 3 year qualification in SCM / Logistics / Procurement | A relevant 3 year qualification in SCM / Logistics / Procurement |
| *National Treasury MFMA Municipal Minimum Competence training where applicable | A relevant 3 year qualification in SCM / Logistics / Procurement | A relevant 3 year qualification in SCM / Logistics / Procurement | A relevant 3 year qualification in SCM / Logistics / Procurement |
| COMPETENCIES | | | |
| COMPETENCY LEVELS | | | |
| | 1 | 2 | 3 |
| | Functional / Professional | | |
| 1. Procurement and Tenders Manages the procurement and tenders process according to prevailing legislation, norms and standards. | <ul style="list-style-type: none"> Procures goods and services in accordance with MFMA, SCM regulations and policies Maintains a database of approved vendors Reconciles physical stocks to accounting records Can follow the tender process as per the SCM policy | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Conducts a capacity and credit check of potential vendors Investigates alternative vendors or products to improve cost, quality & delivery ratios Involved in tender processes including the management of tender specifications, BEC and BAC requirements | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Reviews vendor performance Manages procurement contingencies Provides guidance for alternative vendors or products to improve cost, quality and delivery ratios Understands 'value chain' concepts and the principles of 'just in time' procurement Manage a number of tenders and controls the timeframes and processes associated |
| 2. Information management The gathering and analysis of data, in order to conclude thereon. | <ul style="list-style-type: none"> Obtain/extract data from specific sources as per requests, from e.g. spreadsheets and databases | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform data analysis in | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage, review and analyze SCM information and |

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| | <p>as appropriate.</p> <ul style="list-style-type: none"> • Check data as it is entered for obvious errors. • Formalise and enhancing templates. • Managing the central repository and documents. | <p>monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns.</p> <ul style="list-style-type: none"> • Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. | <p>known risk sources in order to prompt management on the identification and mitigation thereof.</p> <ul style="list-style-type: none"> • Document reporting information in required formats and categories in order to assist Principal Practitioner and management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications • Quality check data entered into management software and extract accurate reports. | <p>conclusions.</p> <ul style="list-style-type: none"> • Draft/Review reports and conclude on results obtained. • Maintain various electronic packages and systems required for SCM management |
| <p>3. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p> | <ul style="list-style-type: none"> • Effectively communicates in writing in a manner that requires minimal modification. • Take minutes at meetings. • Produce electronic presentations • Prepare clear and concise documents /working papers as and when needed. • Proof reads documents with close attention to detail. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines. • Communication with role-players on their SCM management roles and responsibilities. • Sound report writing skills. • Numerical, alphabetical and written accuracy. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Prepare SCM documents in accordance with approved methodology, format and standards. • Adequately review, analyse and quality control. • Accurately report back on approved templates reporting information required with regards to SCM processes • Escalates/ clearly communicated to the next level and is actioned and supported with valid reasoning if and when required. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops reporting templates, process and guidelines - mentoring and guiding previous levels. • Prepares considered, high quality written communications including correspondence and reports to oversight and committees. • Prepare and/or Review reports to committees, ensuring clear and concise communication to appropriate parties. |
| <p>4. Organizational Awareness The ability to understand the key drivers in the sector and the</p> | <ul style="list-style-type: none"> • Understands how the SCM Department functions • Basic knowledge about the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and internalizes the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to shaping the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Contributes to shaping the |

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| <p>municipality and to apply this understanding to meet the service delivery objectives and challenges.</p> | <p>municipality</p> <ul style="list-style-type: none"> • Basic industry knowledge • Knowledge of the municipality's priorities and goals • Operates within the municipality's policies and procedures • Applies sector policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery | <p>municipality's priorities and goals</p> <ul style="list-style-type: none"> • In-depth knowledge of municipality's policies and procedures • Knowledge and understanding of the municipality's functional directorates • Understands priorities, goals and issues of local government • Understands local government policies and legislation • In-depth knowledge of the issues impacting service delivery | <p>municipality's specific goals and priorities</p> <ul style="list-style-type: none"> • Aligns annual/quarterly plans with municipality goals and objectives • Knowledge of the municipality's functional directorates and understands integration across these directorates • In-depth knowledge of municipal legislation, policy, practice and code of conduct • Contributes SCM related information toward addressing the municipality's service delivery challenges | <p>municipality's and local government specific goals and priorities</p> <ul style="list-style-type: none"> • Knowledge of the municipality's functional directorates/departments and understands strategic integration across these • In-depth knowledge of the municipality's challenges in delivering municipal services |
| <p>5. Task management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <ul style="list-style-type: none"> • Effectively allocates own time to complete work. • Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently. • Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate). • Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion). | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Coordinates own and others' schedules to avoid conflicts. • Checks quality of work against predetermined specifications. • Ensures that established procedures for completing work tasks are followed. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Consistently identifies appropriate resources for a variety of assignments. • Defines roles and responsibilities for team members and clearly communicates expectations. • Provides guidance and instruction when delegating. • Monitors and controls activities by maintaining a log of work | <p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> • Knows and relies on the 'experts' in various fields who can address and solve special problems. • Maintains project records (working papers, audit trails). • Ensures that high-priority work is accomplished within required timelines. • Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, and enhancement of the individual's knowledge/skills). • Clearly communicates the |

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| <p>6. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> • Participates in the development of a clear project brief • Prepares, co-ordinates and monitors a project initiation programme • Participates in the assigned tasks to the agreed standards (completes work within the scope of the TOR) • Prioritises activities effectively to ensure that tasks are completed within schedule • Ensures compliance with budgetary requirements | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages the inputs of subordinate personnel • Determines the procurement / tender policy for the project • Coordinates preparation of project documentation • Manages projects to the agreed standards • Manages resources to achieve the project objectives • Prioritises activities to ensure that project is completed within schedule • Completes project to ensure budget spent on time | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages multiple projects to agreed standards • Prioritises multiple resources to meet competing deadlines • Agrees requirements and preferences, assessing user needs and options • Establishes project brief, objectives, priorities, constraints, assumptions and strategies • Finalises and approves project documentation • Manages multiple project schedules | <p>parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages multidisciplinary projects and programmes • Manages the project requirements of highly complex capital budget based projects / programmes • Ensures stakeholder communication • Prioritises multiple resources to meet competing deadlines • Finalises project concept and feasibility in terms of demand planning • Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters |
| <p>7. Financial Process Management Ability to support an effective, economic and efficient SCM function through financial processes.</p> | <ul style="list-style-type: none"> • Apply policies and procedures in financial process management | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages the control of assets according to policies and procedures • Assists in managing assets according to policies and procedures | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Implements finance / SCM strategies • Implements financial / SCM policies and systems • Manages the control of assets according to policies and procedures • Prepares multi-year SCM revenue and expenditure | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Formulates finance / SCM strategies • Develops and implements SCM / financial policies and systems • Oversees the financial management aspects of the municipality including outsourced service providers financial value add |

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| | | | forecasts Develops sustainable strategies to address shortfalls / risks Assists in developing and implementing SCM financial policies and systems Develops, implements and maintains SCM financial management policies, procedures and processes Assists in formulating and implementing finance / SCM strategies | Develops of sustainable strategies to address shortfalls / risks Supports the accounting officer to oversee SCM financial management aspects of the municipality Prepares of multi-year expenditure forecasts |
| Public Service Orientation | | | | |
| 1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted • Negotiates skillfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement • Awareness of to how people and municipalities function |
| 2. Communication The capacity to listen attentively, grasp issues, present information | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Captures complex issues clearly | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications |

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| <p>in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Demonstrates effective oral and written communication | <p>perspective in logical manner to the audience</p> <ul style="list-style-type: none"> Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework | <p>and concisely</p> <ul style="list-style-type: none"> Conveys alternative viewpoints Accurately reviews documents and edits documents created by others Organises discussions in logical manner Responds to questions with accurate and complete answers Communicates effectively with people at all levels | <p>geared for various audiences</p> <ul style="list-style-type: none"> Ability to read situations and interest positions and to respond appropriately Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Engages effectively with general public Understands and articulates community needs in sector plans Manages community expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media |
| Management | | | | |
| <p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Commands respect from peers and managers | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives |

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| <p>5. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across function boundaries in the respective departments Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members |
| <p>6. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focused performance |
| <p>7. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Sets challenging tasks that stretches individuals abilities and self-confidence | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the underlying causes for non or poor performance and to provide the appropriate support | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the municipality |

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| | <ul style="list-style-type: none"> Recognises the need for and provides individuals with guidance on how to handle new or difficult situations | <ul style="list-style-type: none"> Sees challenging tasks that stretches individuals abilities and self-confidence Actively renews own personal and professional skills and applies them in a productive way in the work environment Understands requirements for professional development of staff | <ul style="list-style-type: none"> Understands organizational needs and formulates and implements development plans, outlining specific performance measures. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations |
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46. TECHNICIANS - GENERIC

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Assistant Technician Trainee Technician Technical assistant | Technician Senior Technical Assistant | Senior Technician Professional Technician | Supervisor Manager |
| KNOWLEDGE | Assists technical staff. Follows short term instructions. Closely supervised. Performs easily observable actions | Perform activities within a trade. Works independently and could supervise staff | Perform high level more complex activities within a trade. Works independently and could supervise staff. | Performs more specialised activities within a trade. Works independently and could supervise staff |
| EXPERIENCE | Studying towards a trade certificate or one years' experience required. | Between two and three years required | Between three and five years | Between five and eight years post apprenticeship experience required |
| QUALIFICATION | National Diploma N3 with a strong technical/mathematical focus Driver's license. | National Diploma N3 with a strong technical/mathematical focus Driver's license. | <ul style="list-style-type: none"> Advanced National Diploma or N6 Engineering or equivalent. ECSA Registration | <ul style="list-style-type: none"> Advanced National Diploma or N6 Engineering or equivalent ECSA Registration |

| | (advantageous) Driver's license | (advantageous). Driver's license | (advantageous) Driver's license |
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| COMPETENCY LEVELS | | | |
| | 1 | 2 | 3 |
| | COMPETENCIES | | |
| | Functional / Professional | | |
| 1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time. | <ul style="list-style-type: none"> Remains focused on task at hand. Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion. Completes tasks on time. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors and controls activities by maintaining a log of work, production, or maintenance. Able to prioritise tasks. Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate. Able to prioritize resources to meet competing deadlines. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Clearly communicates expectations to supervised staff. Provides guidance and instruction when delegating. Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively. Makes contingency plans |
| 2. Work Place Safety The ability to identify and correct conditions that affect employee safety. | <ul style="list-style-type: none"> Displays knowledge of all related safety or security regulations. Is aware of coworkers' safety in the workplace. Understands how to use and operate safety equipment. Enforces safety and/or security procedures. Is aware of the hazards of working with dangerous materials. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates and/or explains safety equipment and/or procedures. Reviews safety training materials. Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions. Checks equipment and/or work | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Knows and relies on the "experts" in various departments who can address and solve special problems. Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers). Establishes appropriate procedures to keep informed of issues and results. Ensures that high-priority work is accomplished within required timelines. |

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| <p>3. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.</p> | <ul style="list-style-type: none"> Deals with clearly defined problems that are task specific that have a low impact and low risk. Applies a pragmatic approach to problem solving Applies tacit knowledge/experience to determine best possible solutions. Knows when to refer problem to supervisor for resolution. | <ul style="list-style-type: none"> Takes corrective action— Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. Demonstrates competencies from level 1. Identifies problems following defined diagnostic processes. Identifies various alternative options and selects most appropriate solutions. Understands potential impact of problems to own working environment. Can identify problems that are not routine and will refer to supervisor for resolution. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Generates various solutions / options and contingency plans for localized problems. Involves the appropriate people, to resolve complex task related problems. Puts preventative measures in place to ensure that problems do not recur in the future. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Probes deeply and considers consequences and risks attached to actions and the impact of solutions. Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. |
| <p>4. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.</p> | <ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list. Modifies plans in line with instructions from supervisors. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies resource requirements for undertaking specific tasks. Organises, prioritises and schedules tasks so that they can be performed with efficient use of time and resources Measures progress and monitors performance and results. Develops contingency plans for potential problems. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. |

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| <p>5. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p> | <ul style="list-style-type: none"> • Accurately and carefully follows established procedures for completing work tasks. • Ensures that all details of a task are completed. • Checks work for errors. • Reviews all parts of a job to ensure quality. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Checks work of subordinates for errors • Checks against set standards and regulations • Maintains a project checklist covering all detail that may be overlooked • Initiates action to correct quality problems | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. |
| <p>6. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p> | <ul style="list-style-type: none"> • Undertakes routine tasks • Has developed a level of skill and experience in a technical area of work • Is aware of factors that may negatively impact the completion of a job | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the technical language of the job. • Understands the technical components of the job and has a sound understanding of specific trade principles. • Ability to read schematic drawings and basic designs. • Understands the use and application of the full range of appropriate tools and equipment. • Has essential knowledge of operations and maintenance of equipment and infrastructure. • Has the ability to identify task specific problems and analyze all factors that influence the solution. This will involve various activities specific to the | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Applies specialist knowledge to situations, to solve problems or enhance solutions • Anticipates events, situations and incidents that may impact the work environment and takes corrective action. • Shows sound problem solving skills and analytical ability • Ensures knowledge transfer and training and mentoring of more junior staff. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. |

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| | | <p>particular trade involving: designing, constructing, repairing, fabricating, fault finding and diagnostics.</p> <ul style="list-style-type: none"> • Applies previous learnings to new/different situations. • Accomplishes tasks within a specific trade without asking for guidance or instruction. • Has knowledge of updating equipment register and exercises stock control of material issued. | | |
| Public Service Orientation | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Shows a commitment to excellence and quality • Meets deadlines • Is friendly and responsive to community members when dealing with service delivery issues | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Engages effectively with the general public and clients • Corrects service delivery problems promptly without being defensive | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Understands and articulates client needs • Manages client and business expectations within financial, technical and capacity constraints | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Establishes a collaborative relationship with client and line departments. • Has in-depth knowledge on service delivery matters as it relates to their work area. |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Gets on with others. • Communicates effectively. • Co-operates with others. • Appears optimistic and positive. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to establish rapport and relates easily to others. • Acknowledges contributions of others. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Convinces others of ideas without suppressing their views. • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. • Negotiates skilfully in tough situations with both internal and external clients. • Wins concessions without damaging relationships. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful. • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement. • Awareness of how people and municipalities function. |
| <p>3. Communication</p> | <ul style="list-style-type: none"> • Able to understand basic verbal | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates competencies |

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| <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <p>instructions from supervisor and colleagues.</p> <ul style="list-style-type: none"> • Checks own understanding of tasks and expectations to avoid making mistakes. • Understands basic technical jargon. | <p>from level 1.</p> <ul style="list-style-type: none"> • Can translate technical information into terms that are understood by subordinates and customers. • Responds to questions with accurate and complete answers. | <p>from levels 1 and 2.</p> <ul style="list-style-type: none"> • Communicates effectively both verbal and written. • Is able to compile routine reports and keeps relevant record for the unit. Uses appropriate style and format to communicate to internal and external clients. | <p>from levels 1 to 3.</p> <ul style="list-style-type: none"> • Ability to read situations and interest positions and to respond appropriately. • Communicates complex and technical information effectively. • Communicates effectively at senior levels. • Handles sensitive one-on-one discussions effectively. |
| Management | | | | |
| <p>4. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Sets out work for others in a well-planned and organised manner. | <p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> • Good at establishing clear direction. • Sets out team goals providing clear sense of purpose. | <p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> • Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team. • Provides a clear sense of purpose and focuses on successful completion of objectives. • Organises resources and inspires others towards focussed performance. |
| <p>5. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Deserving of respect from peers and supervisors | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Makes positive impact and comes across as confident and competent. • Motivates subordinates to accomplish tasks and missions • Has credibility with staff. | <p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> • Tactfully confronts and corrects others when necessary. • Fosters team work and collaboration. | <p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> • Motivates and inspires others. • Effectively influences colleagues and supervisors at more senior levels. • Establishes support and projects authority and |

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| | <ul style="list-style-type: none"> • Appears willing to learn new ways of doing things | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands subordinates limitations. • Provides guidance and support where necessary. • Understands own development needs. • Shares knowledge and information with peers and subordinates. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages 'on-the-job' training and the acquisition of new skills. • Anticipates mistakes and freely offers assistance without being overbearing. • Monitors progress and gives individuals specific feedback on their performance. | <ul style="list-style-type: none"> • credibility. • Uses influence to achieve objectives and sell ideas. • Demonstrates competencies from levels 1 to 3. • Has specialised subject matter knowledge. • Shows an ability to understand underlying causes for poor performance and to provide the appropriate support. |
| <p>6. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Co-operates and works well with others. • Shows consideration towards others. • Seen to be reliable and dependable. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares information and collaborates easily with others • Shows initiative and confidence in dealing with others. • Participates actively as a member of a team. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages team approach to problem solving. • Involves others by listening to and fully involving others in team decisions. • Recognises and respects the value of diverse views | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Builds team spirit and cohesion within functional areas. • Recognises and respects the value of diverse views. • Draws on diverse backgrounds, skills and knowledge of team members. |
| <p>7. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | | | | |

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47. TOURISM

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (This serves as a guide and is not limited to) | Concierge, Tour Guide, Sales Person, Tourism/Marketing/Sales Coordinator, Tourism/Marketing/Sales Clerks | Sales Supervisor, Tourist Supervisor, Marketing Supervisor | Operational Managers Tourism, Operational Managers Marketing, Operational Managers Sales | PR & Communications Manager, Manager Visitors Bureau, Convention Bureau Manager, Marketing Manager, E- Services Manager |
| KNOWLEDGE | <ul style="list-style-type: none"> Under direct supervision of the Supervisor coordinates internal/external tourism/marketing and public relations programs to create and maintain a favourable public image for the municipality. Set up and attending exhibitions and holiday shows, special and seasonal events and festivals. | <ul style="list-style-type: none"> Devise and coordinate marketing/tourism campaigns. Conduct training courses to encourage networking and economic growth in the tourism industry. Undertake market research with members of the public and visitors to particular attractions. Provide a range of information on local resources and facilities. Produce and commission tourist information, including art work, and writing press releases and copy for tourism guides/newsletters. Devise and plan tours, and arranging itineraries. | <ul style="list-style-type: none"> Commission and/or producing tourism strategies and economic impact studies for implementation. Lobbying the industry and government on strategic matters such as quality assessed accommodation, collation of national/international statistics. Undertake market research with members of the public and visitors to particular attractions. Support the local tourism industry through providing promotional opportunities. | <ul style="list-style-type: none"> Strategic direction for Municipalities. Implement and evaluate impact of tourism strategies. Measuring quality standards, for competitive advantage. Analyze current and future tourism trends to maximize on tourist potential. Lobbying the industry and government on strategic matters. Form strategic partnerships. |
| EXPERIENCE | Between 0 and 2 years' experience | Between 2 and 5 years relevant industry experience | Between 5 and 8 years industry experience. | More than 8 years relevant industry experience |

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| QUALIFICATION | <ul style="list-style-type: none"> • Matric • Valid code 8 Drivers license. | <ul style="list-style-type: none"> • Degree in Sales and Marketing or Tourism. • Valid code 8 Drivers license. | <ul style="list-style-type: none"> • Degree in Marketing and Tourism. • Valid code 8 Drivers license. | <ul style="list-style-type: none"> • Degree in Marketing and Tourism. • Post Graduate Degree. • Valid code 8 Drivers licence |
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| COMPETENCIES | | | | |
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| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| | Functional Professional | | | |
| <p>1. Financial Management Maximises the municipality's business senses and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p> | <ul style="list-style-type: none"> • Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate. • Prepares own budget in line with the strategic objectives of the municipality. • Understands the Supply Chain Management policy and process and applies sound procurement management. • Understands, analyses and monitors financial reports. • Ensures proper records of financial affairs and transactions. • Prepares financial Manages and monitors financial risk. • Continuously looks for new opportunities to obtain and save funds. • Understands and weighs up financial implications of propositions. • Ensures effective utilisation of financial resources. • Develops corrective measures/actions to ensure alignment of budget to financial resources. • Promotes adherence to sound financial management standards, policies and practices. • Has in-depth knowledge of national policy and legislation impacting on municipal finance. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |

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| <p>2. People Management and Empowerment Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> • Identifies and acts on irregular expenditure and other losses that may constitute a criminal offence reports and guidelines based on prescribed format • Aligns expenditure to budgets and cash flow projections • Assigns clearly defined tasks to subordinates. • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient. • Seeks opportunities to increase personal contribution and level of responsibility. • Knowledge of labour and employment legislation and regulations. • Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches. • Identifies and harnesses talented employees. • Gives direction to the team in realising the municipality's strategic objectives. • Delegates and empowers others to increase contribution and level of responsibility and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |
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| | <ul style="list-style-type: none"> • accountability. • Applies labour and employment legislation and regulations consistently. • Able to manage own time as well as time of colleagues and other stakeholders. • Provides opportunities that will enhance a more diverse workforce and equal access to development for all people in the designated groups. • Recruits, develops and retains talented staff • Ensures compliance with the employment equity and affirmative action policy and objectives. • Facilitates team goal setting and problem solving. • Recognises individuals and teams and provides developmental feedback in accordance with performance management principles. • Adheres to internal and national standards with regards to HR practices. • Deals with labour matters. • Identifies competencies required and suitable resources for specific tasks. • Displays personal interest in the well-being of colleagues. • Manages conflict through a | | | |
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| <p>3. Project and Programme Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <p>participatory transparent approach.</p> <ul style="list-style-type: none"> • Drives compliance with the Employment Equity and Affirmative Action policy and objectives. • Organises the team and develop a work plan. • Uses computer software programmes to help manage projects (MS project, etc.). • Establishes broad stakeholder involvement and communicates the project status and key milestones. • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers). • Check quality of work against pre-determined specifications. • Defines roles and responsibilities for project team members and clearly communicates expectations. • Sets and manages service level agreements with contractors. • Manages multiple projects/programmes. • Prioritises multiple resources to meet competing deadlines • Manages multiple budgets. • Manages the contractual aspects, ensuring that all work is performed in accordance to the | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level |
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| | <p>contract.</p> <ul style="list-style-type: none"> • Manages and effects contractual changes and re-negotiates variations in a legally appropriate forum. • Motivates and coaches project teams to achieve highest project results. • Identifies and manages risks to the project by assessing potential risks and building contingencies into project plans. • Consistently identifies appropriate resources for a variety of assignments. • Monitors policy implementation and puts in place procedures to manage risks. • Conceptualises the long term effects of the desired outcomes of projects. | | | |
| <p>4. Organisational Awareness/Political Impact Drives equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact public interest/concerns.</p> | <ul style="list-style-type: none"> • Demonstrates an understanding of the municipal and local government processes. • Understands and internalizes the municipality's priorities and goals. • Understands sector policies and legislation. • In-depth knowledge of the issues impacting service delivery. • Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests/concerns. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |

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| <p>5. Knowledge Management Ability to promote the generation and sharing of knowledge and learning in order to enhance the collective knowledge of the municipality.</p> | <ul style="list-style-type: none"> • Demonstrates an intimate understanding of the capabilities, nature and potential of the service. • In-depth knowledge of municipality's policies and procedures. • Understands priorities, goals and issues of neighbouring municipalities and local government. • Approaches each situation with a clear perception of municipal and political reality. • Contributes to shaping the municipality's sector specific goals and priorities. • In-depth knowledge of municipal and sector legislation. • Contributes toward addressing the municipality's service delivery challenges | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 & 2 on advanced level | <ul style="list-style-type: none"> • Demonstrates competencies from level 1,2 and 3 on expert level |
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| <p>6. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks/functional results of the work unit.</p> | <p>structures for sharing of knowledge in the municipality.</p> <ul style="list-style-type: none"> • Nurtures a knowledge-enabling environment. • Shares and promotes best practices across the local government sector. • Anticipates future knowledge management requirements and systems. • Creates a culture of a learning municipality. • Works across municipalities to identify and share critical knowledge. • Creates and supports a vision and culture where staff feel empowered to seek and share knowledge. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |
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| | <p>schedules tasks so that they can be performed within budget and with efficient use of time and resources.</p> <ul style="list-style-type: none"> • Measures progress and monitors performance and results. • Conceptualises options. • Identifies and allocates resources. • Develops contingency plans for potential problems. • Assists others to plan and organise their work. • Sets goals and objectives relevant to the function and focuses on the customer's needs. • Develops integrated plans for the work unit and others that interface with the department's budget and MTRF (Medium Term Revenue and Expenditure Framework). • Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments developmental assignments and collaborative funding to achieve results. • Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others. • Develops scenarios on projects. | | | |
| <p>7. Policy Conceptualisation Ability to translate the national and</p> | <ul style="list-style-type: none"> • Has working knowledge of policies and codes of practice. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert |

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| <p>local government objectives and vision into an enabling framework through which to effect service delivery and corporate governance.</p> | <ul style="list-style-type: none"> • Complies with statutory requirements and applies policies consistently. • In-depth knowledge of municipal policies and their application. • Is able to identify challenges and opportunities relating to policy implementation. • Is able to provide comment and input on the practical aspects of policy implementation. • Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement. • Able to conceptualise and formulate policy within the national and local government frameworks. • Able to evaluate the implications of new policy on systems, procedures and budgets. • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of projects. • Monitors policy implementation and puts in place procedures to manage risks. | | <p>advanced level.</p> | <p>level.</p> |
| <p>Public Service Orientation</p> | | | | |
| <p>1. Service Delivery Orientation The ability to explore and implement</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert |

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| <p>new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <p>promises in undertaking tasks and meeting deadlines.</p> <ul style="list-style-type: none"> • Establishes a collaborative relationship with the community. • Researches needs of clients. • Consults clients and stakeholders on ways to improve the delivery of services. • Professional in interaction with the general public and stakeholders. • Understands and articulates community needs in local government plans. • Manages community expectations within financial, technical and Municipality constraints. • Integrates processes, policies and structures across the municipality to achieve improved efficiency and effectiveness. • Monitors service providers to ensure that service delivery meets the standards set out in the Service Level Agreements and inspires them to improve service standards. • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. | | <p>and 2 on advanced level</p> | <p>level.</p> |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |

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| <p>within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Acknowledges contributions of others. • Relates to people at all levels of the municipality. • Shows confidence in engagement with internal and external stakeholders. • Accurately captures others expectations, ideas and concerns. • Encourages and considers inputs of others. • Convinces others of his ideas without suppressing their views. • Acknowledge merits in others arguments and to incorporate in proposals where it is merited. • Negotiates skilfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationships | | | | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |
| <p>3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p> | <ul style="list-style-type: none"> • Understands the range of clients to be served. • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction. • Takes personal responsibility for providing excellent service quality. • Corrects problem promptly, without being defensive. • Supports others to take personal | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. | | |

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| <p>4. Communication The capability to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of other.</p> | <p>responsibility to deliver excellent customer service.</p> <ul style="list-style-type: none"> • Understands the client's issues and seeks information about their current and future requirements. • Takes specific and sustained action to implement the client service vision. • Implements client satisfaction feedback to ensure provision of quality service. • Sets the climate and creates a culture to attain client focussed outcomes (i.e. performance management, resource allocation, etc.). • Demonstrates personal commitment to the client service vision through own actions and attitudes. • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision. | <p>• Demonstrates competencies from level 1 on competent level.</p> | <p>• Demonstrates competencies from level 1 and 2 on advanced level</p> | <p>• Demonstrates competencies from level 2 and 3 on expert level.</p> |
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| | <p>people at all levels within the municipality.</p> <ul style="list-style-type: none"> • Communicates controversial, sensitive messages to stakeholders tactfully. • Listens well and is receptive and encourages participation and mutual understanding. • Communicates high risk sensitive matters to all relevant stakeholders. • Develops a well-defined communication strategy. • Balances political views with municipal needs when communicating differing viewpoints on complex issues. • Steers negotiations around complex issues and arrives at a win/win situation. • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way. • Markets and promotes the municipality to external stakeholders. • Communicates with the media without compromising the integrity of the municipality. • Responds to questions with accurate and complete answers | | | |
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| Leadership | |
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| <p>1. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and/or unit and inspires on others to deliver on the municipal mandate.</p> | <ul style="list-style-type: none"> • Gives direction to the team in realising the municipality's strategic objectives. • Achieves strategic objectives against specified performance measures. • Defines roles and responsibilities for project team members and clearly communicates expectations. • Demonstrates competencies from previous level. • Provides a clear sense of purpose and focuses on successful completion of objectives. • Motivates and coaches project teams to achieve highest project results. • Seeks mutual benefit / win-win outcomes for all concerned. • Inspires staff with own behaviour – "walks the talk." • Complies with statutory requirements and apply policies consistently. • Motivates subordinates to accomplish tasks and missions. • Influences others effectively using a number of techniques. • Has credibility with staff, management and stakeholders. • Uses an in depth understanding |
| | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. |
| | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. |
| | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |

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| | <p>of the interactions within a group to move towards a specific agenda.</p> <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. • Commands respect from peers and subordinates. • Convinces executive of viewpoints or proposals with assistance of others in authority. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals. • Tactfully confronts and corrects others when necessary. • Demonstrates calm around adversity • Is called upon to mediate conflicts and disagreements | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level |
| <p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. • Articulates tasks and expectations and sets realistic standards. • Anticipates mistakes and freely offers assistance without being overbearing. • Balances the municipality' tasks and goals with subordinates' personal and professional needs. • Diagnoses performance issues | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level |
| <p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | | | | |

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| <p>4. Team Orientation The Municipality to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <p>and determines appropriate developmental intervention to suit the individual's learning style.</p> <ul style="list-style-type: none"> • Sets challenging tasks that stretches individual's abilities and self-confidence. • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. • Actively renews own personal and professional skills and applies them in a productive way in the work environment. • Encourages self-reliance and allows staff to make and learn from mistakes. | <ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others. • Able to manage in a multi-disciplinary team. • Shares information and collaborates easily with others. • Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views). • Creates strong morale/team spirit. • Uses complex strategies such as team assignments, cross training to promote team morale and productivity. • Involves and empowers team in | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. | <ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level. |
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| | <ul style="list-style-type: none"> setting and achieving goals. Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate. Works effectively with people from other municipalities/departments and manage in a competitive environment Encourages team approach to problem solving. Recognises and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members. Builds team spirit in cohesion across function boundaries in the respective departments. | | |
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48. TRANSPORT

| LEVELS | 1 | 2 | 3 | 4 |
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| TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.) | Station Marshall | Ambassador/ Supervisor/ Roving Officer/Committee Officer/ Assets / Officer/ Revenue Officer | Specialist/Operation Manager | Manager/Revenue Manager/Quality Control/Safety and Security/Infrastructure/Expenditure/Revenue/Control Centre/ Liaison |
| KNOWLEDGE | <ul style="list-style-type: none"> Assists customers/commuters staff with direct supervision of a Supervisor. | <ul style="list-style-type: none"> Perform activities within a transport business under direct Supervision of the manager. | <ul style="list-style-type: none"> Perform activities with accountability in a transportation sector. | <ul style="list-style-type: none"> Manages a specialised transport function under the leadership and |

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| | <ul style="list-style-type: none"> Assist with communication to commuters and station personnel including boarding procedures and proper housekeeping. | <ul style="list-style-type: none"> Works independently and could supervise staff. Financial reporting and Banking/Revenue. Assisting with audit reports. | <ul style="list-style-type: none"> Works independently and supervise staff. Decision making and take independent actions. Co-ordinating data & financial project management. | <p>guidance of the Director/Head of the Transport function</p> <ul style="list-style-type: none"> Performs more specialised duties within a transport department. Works independently and will supervise and manage staff. Monitoring and liaison with customers (externally and internally) including public relations. Adherence to PFMA & MFMA including Treasury policies. |
| EXPERIENCE | Up to 1 year relevant experience required | Up to 2 years relevant experience required. | Between 3 and 5 years' experience | Between 5 and 8 years post graduate public transportation experience required |
| QUALIFICATION | Grade 12/ Matric/N3/with a strong technical/mathematical focus Certificate OR Studying towards a relevant public transport certificate Driver's license preferable | 3 Year relevant Diploma. Driver's license essential. | 3 year Relevant Diploma/ N6/B-Degree. Public Operators certificate preferred Driver's license. | A relevant professional qualification. Driver's license. Public Operators Certificate essential. |
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| COMPETENCIES | | | | |
| Functional / Professional | | | | |
| 1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time. | <ul style="list-style-type: none"> Remains focused on task at hand. Uses time effectively and prevent irrelevant issues or distractions from interfering with work | <ul style="list-style-type: none"> Demonstrates competencies from level 1 Monitors and controls activities by maintaining a log of work, production, or maintenance. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Clearly communicates expectations to supervised staff. Provides guidance and | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Knows and relies on the "experts" in various |

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| | <ul style="list-style-type: none"> • completion. • Completes tasks on time. | <ul style="list-style-type: none"> • Able to prioritise tasks. • Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate. • Able to prioritize resources to meet competing deadlines | <ul style="list-style-type: none"> • instruction when delegating. • Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively. • Makes contingency plans | <ul style="list-style-type: none"> • departments who can address and solve special problems. • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) • Establishes appropriate procedures to keep informed of issues and results. • Ensures that high-priority work is accomplished within required timelines |
| <p>2. Work Place Safety The ability to identify and correct conditions that affect employee safety.</p> | <ul style="list-style-type: none"> • Displays knowledge of all related safety or security regulations. • Is aware of coworkers' safety in the workplace. • Understands how to use and operate safety equipment. • Enforces safety and/or security procedures. • Is aware of the hazards of working with dangerous materials. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates and/or explains safety equipment and/or procedures. • Reviews safety training materials. • Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions. • Checks equipment and/or work area regularly. • Takes corrective action—Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. |
| <p>3. Problem Solving</p> | <ul style="list-style-type: none"> • Deals with clearly defined | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates competencies | <ul style="list-style-type: none"> • Demonstrates |

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| <p>The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.</p> | <p>problems that are task specific that have a low impact and low risk.</p> <ul style="list-style-type: none"> • Applies a pragmatic approach to problem solving. • Applies tacit knowledge/experience to determine best possible solutions. • Knows when to refer problem to supervisor for resolution. | <ul style="list-style-type: none"> • from level 1. • Identifies problems following defined diagnostic processes. • Identifies various alternative options and selects most appropriate solutions. • Understands potential impact of problems to own working environment. • Can identify problems that are not routine and will refer to supervisor for resolution | <p>from levels 1 and 2 and;</p> <ul style="list-style-type: none"> • Generates various solutions / options and contingency plans for localized problems • Involves the appropriate people, to resolve complex task related problems • Puts preventative measures in place to ensure that problems do not recur in the future | <p>competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> • Probes deeply and considers consequences and risks attached to actions and the impact of solutions. • Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur. |
| <p>4. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.</p> | <ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule and executes as per priority list. • Modifies plans in line with instructions from supervisors. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies resource requirements for undertaking specific tasks. • Organises, prioritises and schedules tasks so that they can be performed with efficient use of time and resources. • Measures progress and monitors performance and results. • Develops contingency plans for potential problems. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. |
| <p>5. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p> | <ul style="list-style-type: none"> • Accurately and carefully follows established procedures for completing work tasks. • Ensures that all details of a task are completed. • Checks work for errors • Reviews all parts of a job to ensure quality. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Checks work of subordinates for errors. • Checks against set standards and regulations. • Maintains a project checklist covering all detail that may be overlooked. • Initiates action to correct quality | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. |

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| <p>6. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p> | <ul style="list-style-type: none"> • Undertakes routine tasks • Has developed a level of skill and experience in a technical area of work • Is aware of factors that may negatively impact the completion of a job | <p>problems.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Understands the technical language of the job • Understands the technical components of the job and has a sound understanding of specific trade principles. • Ability to read schematic drawings and basic designs. • Understands the use and application of the full range of appropriate tools and equipment. • Has essential knowledge of operations and maintenance of equipment and infrastructure. • Has the ability to identify task specific problems and analyze all factors that influence the solution. This will involve various activities specific to the particular trade involving: designing, constructing, repairing, fabricating, fault finding and diagnostics. • Applies previous learnings to new/different situations. • Accomplishes tasks within a specific trade without asking for guidance or instruction. • Has knowledge of updating equipment register and exercises stock control of material issued. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Applies specialist knowledge to situations, to solve problems or enhance solutions. • Anticipates events, situations and incidents that may impact the work environment and takes corrective action. • Shows sound problem solving skills and analytical ability. • Ensures knowledge transfer and training and mentoring of more junior staff. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. |
| Public Service Orientation | | | | |

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| <p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Shows a commitment to excellence and quality. Meets deadlines. Is friendly and responsive to community members when dealing with service delivery issues. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Engages effectively with the general public and clients. Corrects service delivery problems promptly without being defensive. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands and articulates client needs. Manages client and business expectations within financial, technical and capacity constraints. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Establishes a collaborative relationship with client and line departments. Has in-depth knowledge on service delivery matters as it relates to their work area. |
| <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> Gets on with others. Communicates effectively. Co-operates with others. Appears optimistic and positive. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to establish rapport and relates easily to others. Acknowledges contributions of others. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Convinces others of ideas without suppressing their views. Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. Negotiates skilfully in tough situations with both internal and external clients. Wins concessions without damaging relationships. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to be both direct and forthright as well as diplomatic and tactful. Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement. Awareness of how people and municipalities function. |
| <p>3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> Able to understand basic verbal instructions from supervisor and colleagues. Checks own understanding of tasks and expectations to avoid making mistakes. Understands basic technical jargon. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Can translate technical information into terms that are understood by subordinates and customers. Responds to questions with accurate and complete answers. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Communicates effectively both verbal and written. Is able to compile routine reports and keeps relevant record for the unit. Uses appropriate style and format to communicate to internal and external clients. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to read situations and interest positions and to respond appropriately. Communicates complex and technical information effectively. Communicates effectively at senior levels. |

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| Management | | | |
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| | | | <ul style="list-style-type: none"> Handles sensitive one-on-one discussions effectively. |
| <p>4. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction. Sets out team goals providing clear sense of purpose. |
| <p>5. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Deserving of respect from peers and supervisors. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Makes positive impact and comes across as confident and competent. Motivates subordinates to accomplish tasks and missions. Has credibility with staff. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Tactfully confronts and corrects others when necessary. Fosters team work and collaboration. |
| | | | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team. Provides a clear sense of purpose and focuses on successful completion of objectives. Organises resources and inspires others towards focussed performance. |
| | | | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others. Effectively influences colleagues and supervisors at more senior levels. Establishes support and projects authority and credibility. Uses influence to achieve objectives and sell ideas. |

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| <p>6. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p> | <ul style="list-style-type: none"> • Appears willing to learn new ways of doing things | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Understands subordinates limitations • Provides guidance and support where necessary • Understands own development needs • Shares knowledge and information with peers and subordinates. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 • Encourages 'on-the-job' training and the acquisition of new skills • Anticipates mistakes and freely offers assistance without being overbearing • Monitors progress and gives individuals specific feedback on their performance | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Has specialised subject matter knowledge. • Shows an ability to understand underlying causes for poor performance and to provide the appropriate support. |
| <p>7. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Co-operates and works well with others. • Shows consideration towards others. • Seen to be reliable and dependable. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares information and collaborates easily with others. • Shows initiative and confidence in dealing with others. • Participates actively as a member of a team. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Encourages team approach to problem solving. • Involves others by listening to and fully involving others in team decisions. • Recognises and respects the value of diverse views. | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Builds team spirit and cohesion within functional areas. • Recognises and respects the value of diverse views. • Draws on diverse backgrounds, skills and knowledge of team members. |

49. UNIFORMED PERSONNEL

| LEVELS | 1 | 2 | 3 | 4 |
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| <p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> | <p>Trainee Traffic Officer Learner Law Enforcement Officer Trainee Metro Police Constable</p> | <p>Traffic Officer Law Enforcement Officer Metro Police Constable/officers Assistant Area Coordinator: Security Management</p> | <p>Inspector Traffic Inspector / Senior / Principal Inspector Law Enforcement Sergeant Metro Police Area Coordinator: Security</p> | <p>Superintendent Metro Police Senior inspector traffic Principal Inspector Traffic Regional Inspector Law Enforcement Senior Superintendent Metro Police</p> |

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| KNOWLEDGE | Acquiring knowledge of operational execution of duties relating to traffic management/metro police/law enforcement. | Operational execution of duties within set legislative guidelines and in adherence to applicable legislation and procedures related to traffic /metro police/law enforcement Operates within set procedures, and guidelines. | Takes control of specific operational activities and related incidents. Has limited decision making responsibility within set frameworks. Accountable for development of staff. Control and Supervision of staff. | Implements policies and procedures and ensures that by-laws, regulations and crime prevention are enforced. Manages a number of operational areas. Ensures optimal use and maintenance of resources and equipment, and adherence to performance management criteria. Reports to the Manager or Director. |
| EXPERIENCE | No experience required | Between 2 and 3 years' experience | Between 5 and 8 years' experience required including supervisory experience | More than 8 years' experience required including proven supervisory experience |
| QUALIFICATION | Grade 12. Code B Driver's License. No criminal record. Physical fitness. | Traffic Officer. Law Enforcement Officer. Metro Police Constable/officers. Grade 12. Basic training qualification attained. | Inspector Traffic Inspector / Senior / Principal Inspector Law Enforcement Sergeant Metro Police Grade 12 Basic training qualification | Superintendent Metro Police Senior inspector traffic Principal Inspector Traffic Regional Inspector Law Enforcement Qualification required = National Diploma Policing Senior Superintendent Metro Police Chief inspector traffic / Chief superintendent Director: Metro Police Deputy Chiefs |

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| | | | | Qualification required = B-Tech / policing degree |
| COMPETENCIES | | | | |
| COMPETENCY LEVELS | | | | |
| 2 | | | | |
| Functional / Professional | | | | |
| | 1 | 2 | 3 | 4 |
| <p>1. Patrol, Enforcement and Emergency Response Ability to pre-empt or respond to safety and security problems.</p> | <ul style="list-style-type: none"> On training to acquire the below mentioned competencies: Establishes effective patrols to prevent crimes. Attends to problems areas as required. Responds to calls promptly and effectively. Recognises unusual activity and intervenes appropriately. Understands geographic responsibilities. Understands policies and regulations governing pre-patrol issues, preparing and reporting for duty. Assesses emergency situations and calls for support as necessary. Maintains physical control over individuals as necessary. Complies with use of force policies and legislation. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Establishes effective patrols to prevent crimes. Attends to problems areas as required. Responds to calls promptly and effectively Recognises unusual activity and intervenes appropriately. Understands geographic responsibilities. Understands policies and regulations governing pre-patrol issues, preparing and reporting for duty. Assesses emergency situations and calls for support as necessary. Maintains physical control over individuals as necessary. Complies with use of force policies and legislation Follows arrest procedures | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Co-ordinates multiple patrol activities. Plans and co-ordinates patrol activities for special events such as festivals and protests. Able to develop strategies and procedures for dealing with community support services. Maintains confidence and self-control under duress. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ensure integration of activities within various departments and spheres of government |

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| | <ul style="list-style-type: none"> Follows arrest procedures and protocols according to policies and legislation. | <ul style="list-style-type: none"> and protocols according to policies and legislation. Initiates self-directed activity within the patrol area. Able to apply knowledge of local non-criminal statutes and regulations for minimising community safety issues. Controls critical incidents using standard operating procedures. Exercises judgement in stressful conditions. Ensures safety of others whilst using force. | | |
| <p>2. Community and Customer Focus Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.</p> | <p>On training to acquire the below mentioned competencies:</p> <ul style="list-style-type: none"> Presents an appropriate image to the public and other municipalities. Supports strategies that aim to build a municipality that reflects the community it serves. Focuses on the customer in all activities. Tries to sort out customers' problems as quickly as possible. Apologises for mistakes and sorts them out as quickly as possible responds quickly to | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Presents an appropriate image to the public and other municipalities. Supports strategies that aim to build a municipality that reflects the community it serves. Focuses on the customer in all activities. Tries to sort out customers' problems as quickly as possible. Apologises for mistakes and sorts them out as quickly as possible responds quickly to customer requests. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identifies and takes action to deal with the issues and needs of different groups within the community. Talks to people in the community and tries to understand the social issues that affect the community. Identifies and builds relationships with influential people and groups within the community. Persuades community members of the need to co-operate with the police and law enforcement agencies. Actively influences the way different ethnic groups view the | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Focuses policing plans, objective and targets on meeting the needs of the community. Makes sure local objectives are agreed in partnership with local statutory and voluntary agencies. Understands the complexity and effects of policing a variety of different communities. Clearly identifies and acts on the views and needs of stakeholders and customers. Is sensitive to the needs and interests of other municipalities when working with them. Makes sure the municipality |

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| | <p>customer requests.</p> <ul style="list-style-type: none"> • Makes sure that customer are satisfied with the service they receive. • Manages customer expectations. • Keeps customers updated on progress. • Balances customer needs with municipal needs. | <ul style="list-style-type: none"> • Makes sure that customer are satisfied with the service they receive. • Manages customer expectations. • Keeps customers updated on progress. • Balances customer needs with municipal needs. | <p>police and law enforcement services.</p> <ul style="list-style-type: none"> • Encourages officers and staff to learn about the issues affecting their local area. • Finds ways of helping people to understand the different points of view within the community. • Makes sure people understand that the service is part of the community, rather than controlling it. • Encourages and helps members of the community to get involved in the municipality. • Promotes the interests of the municipality to the outsiders. • Demonstrates competencies from previous level. • Takes a systematic approach to gathering information. • Gathers different versions of events to build up a picture of a situation. • Carries out research to identify relevant facts that are not immediately available. • Identifies inconsistencies in information. • Checks information to make sure it is correct. • Takes account of all information | <p>relates to people of all ages, backgrounds and views.</p> <ul style="list-style-type: none"> • Sets up structures and processes that encourage effective working relationships with the media • Explains why and how money is being spent in the municipality to stakeholders and the public. • Shows a belief that the municipality is responsible to the local community. • Keeps local communities informed of progress in meeting their needs and dealing with their concerns. • Balances social and political needs with financial restrictions. • Monitors service delivery to make sure customers' needs are met. |
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| <p>3. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p> | <ul style="list-style-type: none"> Identifies sources of information and uses them. Obtains as much information as is appropriate on all aspects of a problem. Able to distinguish and separate relevant and important information. Takes in information quickly and accurately. Reviews all the information gathered to understand the situation and draw logical conclusions. Identifies and links causes and effects. Identifies what can and cannot be changed. Takes a systematic approach to solving problems. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Takes a systematic approach to gathering information. Gathers different versions of events to build up a picture of a situation. Carries out research to identify relevant facts that are not immediately available. Identifies inconsistencies in information. Checks information to make sure it is correct. Takes account of all information however small it is. Analyzes information carefully to make sure it has | <ul style="list-style-type: none"> however small it is Analyzes information carefully to make sure it has not been misunderstood. Makes sure that decisions are made using as much reliable information as possible. Assesses and takes account of risk when making decisions. Finds new ways of solving problems Considers the views and motives of everyone involved when drawing conclusions | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Uses an analytical approach to solve problems Challenges underlying assumptions to make sure information is accurate. Gathers information and ideas from outside to benefit the municipality. Takes an intelligence-driven approach to complex situations. Identifies trends in statistical data. Analyzes information to identify possible problems in the future. Clearly identifies the main issues in complex problems and focuses on them. Considers different options and thinks through 'what if' scenarios | <ul style="list-style-type: none"> Demonstrates competencies from all previous levels. |
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| | <ul style="list-style-type: none"> • Remains impartial and avoids jumping to conclusions. • Refers to statutes, procedures and precedents, as necessary, before making decisions. • Makes good decisions that take account of all relevant factors. | <ul style="list-style-type: none"> • not been misunderstood. • Makes sure that decisions are made using as much reliable information as possible. • Assesses and takes account of risk when making decisions. • Finds new ways of solving problems. • Considers the views and motives of everyone involved when drawing conclusion. | <ul style="list-style-type: none"> • Produces imaginative responses to complex problems. • Makes balanced decisions that rare in proportion to the problem being faced. • Exercises good judgement, making fair decisions. • Tests widely for possible reactions to controversial decisions. | |
| <p>4. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p> | <ul style="list-style-type: none"> • Sells the benefits of a decision or situation to others. • Backs up arguments with facts. • Uses logic and reason to persuade and influence others. • Presents powerful arguments. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Handles objections by acknowledging issues and suggesting alternatives. • Involves people who have positive attitudes to get commitment from others. • Sets clear negotiating aims and outcomes. • Understands the negotiating position of others and considers them. • Makes sure that everyone involved is satisfied with agreements that have been reached | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Identifies important players in a situation. • Achieves a general agreement at all levels. • Develops logical arguments, selling the benefits to everyone involved. • Focuses on important elements of complicated issues to sell the viewpoint to others. • Tailors arguments to include the points that will have the most influence on the others involved. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Assesses the reaction of key players and adjusts arguments accordingly. • Creates a vision of the future that others can relate to and find attractive. • Negotiates successful outcomes with stakeholders, gaining their support to achieve municipal objectives. • Identifies the real power base in other municipalities as a starting point for negotiation. • Understands outside partners' preferred approaches to agreeing solutions. |
| <p>5. Resilience Shows resilience, even in difficult circumstances. Prepared to make</p> | <ul style="list-style-type: none"> • Deals confidently with members of the public, drawing on own skills and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Is reliable in a crisis, | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages conflicting pressures | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 3. • Remains focused and in control |

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| <p>difficult decisions and has the confidence to see them through.</p> | <ul style="list-style-type: none"> experience Is comfortable working alone with an appropriate level of supervision and guidance Puts a positive view on situation and concentrates on what can be achieved Is aware of personal stress and takes steps to manage it. Accepts criticism and praise Controls emotions and does not get emotionally involved in disputes. Displays patience when dealing with complainants. Acts in a confident way when challenged. Says 'no' when necessary. | <p>remains calm and thinks clearly.</p> <ul style="list-style-type: none"> Sorts out conflict and deals with hostility and provocation in a calm and restrained way. Responds to challenges rationally, avoiding inappropriate emotion. Deals with difficult emotional issues and then moves on. | <p>and tensions.</p> <ul style="list-style-type: none"> Maintains professional ethics when confronted with pressure from others. Copes with ambiguity and deals with uncertainty and frustration Resists pressure to make quick decisions where full consideration is needed. | <p>of situations.</p> <ul style="list-style-type: none"> Makes and carries through decisions, even if they are unpopular, difficult or controversial. Stands firmly by a position when it is right to do so. |
| <p>6. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p> | <ul style="list-style-type: none"> Ensures that all written and spoken communication is concise and well structured Communicates information in an appropriate style related to the situation Uses appropriate language and avoids the use of jargon Ensures that communication has clear purpose Ensures that communication is factual, accurate and provided on time Communicates information in an interesting way | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Deals with issues directly. Clearly communicates needs and instructions. Clearly communicates decisions and the reasons behind them. Communicates face to face wherever possible if appropriate. Speaks with authority and confidence. Changes the style of communication to meet the | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Makes sure that people get important messages and receive decisions accurately. Delivers effective presentations to a wide variety of audiences. Uses appropriate visual aids and techniques to get the message across and help understanding. Deals with issues effectively even when under extreme pressure from the media. Considers how different audiences will interpret | <p>Demonstrates all competencies from previous levels.</p> |

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| | <ul style="list-style-type: none"> • Pays attention and shows interest in what others are saying. • Uses correct spelling, punctuation and grammar. • Listens carefully to understand. • Asks questions to clarify issues | <p>needs of the audience.</p> <ul style="list-style-type: none"> • Manages group discussions effectively. • Summarises information to ensure a common understanding. • Supports arguments and recommendations effectively in writing. • Produces well-structured reports and written summaries • Able to provide accurate, clear testimony in a court of law. | <p>information.</p> <ul style="list-style-type: none"> • Communicates in a way that is understandable and meaningful to everyone. • Checks how effective communication is to the target audience. • Takes every opportunity to reinforce important messages. | |
| <p>7. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p> | <ul style="list-style-type: none"> • Alert to potential conflicts of interest and follows procedures to deal with conflicts. • Understands and follows municipal policies and legislation. • Understands resources available in municipality to resolve ethical issues. • Able to identify risks involved in alternative courses of action. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies and evaluates risks involved in alternative courses of action • Recommends appropriate course of action to supervising practitioners. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Recognises potential conflicts of interest under applicable professional standards. • Identifies other contentious issues and resolves these with clients. • Fosters a culture of ethical behaviour. • Makes preliminary decisions and recommendations on difficult ethical issues. • Recommends a course of action based upon evaluation of relevant facts, issues and risks. • Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Properly resolves ethical, business and issue conflicts. • Evaluates relevant facts, issues and risks. • Distinguishes among various options. • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks. |

| Public Service Orientation | | | | | |
|---|---|--|---|--|--|
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns. • Encourages and considers inputs of others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. • Negotiates skilfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationships. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful. • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement. • Awareness of how people and municipality function. | |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Demonstrates effective oral and written communication. • Communicates effectively with colleagues and clients. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner. • Adapts communication contents to the audience. • Uses terminology appropriate to the audience. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Structures written documents in a logical framework. • Captures complex issues clearly and concisely. • Conveys alternative viewpoints. • Organises discussions in logical manner. • Responds to questions with accurate and complete answers. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences. • Ability to read situations and interest positions and to respond appropriately. • Communicates sensitive or controversial information effectively. • Communicates effectively at senior levels. • Handles sensitive one-on-one discussions effectively. • Uses language and style to capture the attention of the audience. | |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal</p> | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public. • Understands and articulates | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service | |

| processes in order to achieve municipal goals. | | | community needs. • Manages community expectations within financial, technical and capacity constraints. | delivery matters as required |
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| Management | | | | |
| <p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities. • Shows consideration towards others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others. • Able to work in a multi-disciplinary team. • Shares information and collaborates easily with others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across functional areas. • Encourages team approach to problem solving. • Recognises and respects the value of diverse views. • Draws on diverse backgrounds, skills and knowledge of team members. |
| <p>5. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organised manner | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction. • Sets out team goals providing clear sense of purpose. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team. • Provides a clear sense of purpose and focuses on successful completion of objectives. • Organises resources and inspires others towards focussed performance. |
| <p>6. Coaching and Mentoring The ability to assess skills, performance, and potential of</p> | <ul style="list-style-type: none"> • Shares knowledge and information and experiences with peers | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares knowledge and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has strong subject matter | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Actively involved in the retention |

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| <p>subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing | <p>information with peers and subordinates</p> <ul style="list-style-type: none"> • Able to identify own development needs | <p>knowledge</p> <ul style="list-style-type: none"> • Recognises the need for and provides individuals with guidance and direction on how to handle new or difficult situations • Able to identify appropriate training interventions for staff. • Ability to understand the underlying causes for poor performance and to provide the appropriate support. | <p>and development of talent within the municipality</p> <ul style="list-style-type: none"> • Leads by example. • Actively managing performance gaps of all staff and identifying ways of addressing it actively • creates development opportunities by crafting roles to best meet the needs of individuals. • Constantly on the lookout for training opportunities for subordinates |
| <p>7. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. | <p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Commands respect from peers and managers. • Ability to engage and convince various stakeholders. | <p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Influences others effectively using a number of techniques. • Able to convince, persuade and influence others/ • Commands respect from peers and subordinates. | <p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Motivates and inspires others • Effectively influences senior management and executive • Establishes support and projects authority and credibility • Uses influence to achieve objectives. |

50. VALUER

| LEVELS TYPICAL DESIGNATION (These are a guide and not limited to) | 1 | 2 | 3 | 4 |
|---|--|---|---|---|
| <p>KNOWLEDGE</p> | <p>Candidate Valuer (Property Environment)</p> <ul style="list-style-type: none"> • Understands the concept of market value or "highest and best use" as a point of departure when valuing a property • Understands the theory of comparable sales analysis. • Understands concepts related to the time value of money. • Has knowledge of elemental building costs for residential properties. • Understands the concepts of comparable, residual, cost and income valuations. • Understands town planning concepts such as zoning and departures, subdivisions and consolidations. • Basic knowledge of MS-Excel, MS-Word, Internet Explorer and GIS. • Evaluates which valuation method should be used. • Understands basic concepts of a mass appraisal systems.(CAMA). | <p>Candidate Valuer (Valuation of all types of property)</p> <ul style="list-style-type: none"> • All valuation techniques. • The law of property. • Constitutional obligations. • Relevant legislation and case law. | <p>Professional Valuer / Professional Associated Valuer</p> <ul style="list-style-type: none"> • Understands basic statistical concepts. • Understands CAMA techniques. • Knowledge of public sources of information and how to use the information (e.g. data from Rode, SAPOA, IPD). | <p>Senior Professional Valuer / Senior Professional Associated Valuer</p> <ul style="list-style-type: none"> • Demonstrates strong subject matter knowledge. • Expert knowledge in particular fields. • Displays a good knowledge of elemental costs, and residential values. • Displays a good knowledge of commercial and industrial rentals, capitalization rates, vacancy levels and operating costs. |

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| EXPERIENCE | Up to 2 years relevant experience required in a property environment | Between 3 and 5 years relevant experience required | Between 5 and 8 years' relevant experience across all property valuation areas | 8 years or more relevant experience covering all aspects of the relevant Valuation function. |
| QUALIFICATION* | Matric | National Diploma in Property Valuations. | National Diploma in Property Valuations. | National Diploma in Property Valuations. Registered as a professional valuer. |
| COMPETENCY LEVELS | | | | |
| | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| 1. Information management The gathering and analysis of data, in order to conclude thereon. | <ul style="list-style-type: none"> Obtain/extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate. Check data as it is entered for obvious errors. Formalise and enhancing templates. Managing the central repository and documents. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns. Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof. Document reporting information in required formats and categories in order to assist senior valuer and management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications Quality check data entered into management software and extract accurate reports. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage, review and analyze information and conclusions. Draft/Review reports and conclude on results obtained. Maintain various electronic packages and systems required for valuation management. |
| 2. Written Communication Communication of complex information in a manner that is understandable (language and | <ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification. Take minutes at meetings. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Assists with preparing and reviewing of Pre-reading and | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Prepare SCM documents in accordance with approved | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops reporting templates, process and guidelines - |

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| <p>format) to the specific audience.</p> | <ul style="list-style-type: none"> • Produce electronic presentations • Prepare clear and concise documents /working papers as and when needed. • Proof reads documents with close attention to detail. | <p>training material, policies, and guidelines.</p> <ul style="list-style-type: none"> • Communication with role-players on their roles and responsibilities. • Sound report writing skills. • Numerical, alphabetical and written accuracy. | <p>methodology, format and standards.</p> <ul style="list-style-type: none"> • Adequately review, analyse and quality control. • Accurately report back on approved templates reporting information required with regards to valuation processes • Escalates/clearly communicated to the next level and is actioned and supported with valid reasoning if and when required. | <p>mentoring and guiding previous levels.</p> <ul style="list-style-type: none"> • Prepares considered, high quality written communications including correspondence and reports to oversight and committees. • Prepare and/or Review reports to committees, ensuring clear and concise communication to appropriate parties. |
| <p>3. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.</p> | <ul style="list-style-type: none"> • Understands how the valuations process is executed in the municipality. • Basic knowledge about the municipality. • Basic industry knowledge. • Knowledge of the municipality's priorities and goals. • Operates within the municipality's policies and procedures. • Applies sector policies and legislation in undertaking tasks. • Awareness of the issues impacting service delivery. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and internalizes the municipality's priorities and goals • In-depth knowledge of municipality's policies and procedures. • Knowledge and understanding of the municipality's functional directorates. • Understands priorities, goals and issues of local government. • Understands local government policies and legislation. • In-depth knowledge of the issues impacting service delivery. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to shaping the municipality's specific goals and priorities • Aligns annual/quarterly plans with municipality goals and objectives • Knowledge of the municipality's functional directorates / departments and understands integration across these directorates. • In-depth knowledge of municipal legislation, policy, practice and code of conduct. • Contributes information toward addressing the municipality's service delivery challenges. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Contributes to shaping the municipality and local government specific goals and priorities. • Knowledge of the municipality's functional directorates/ departments and understands strategic integration across these. • In-depth knowledge of the municipality's challenges in delivering municipal services. |
| <p>4. Task management Plans, manages, monitors and evaluates specific activities in order</p> | <ul style="list-style-type: none"> • Effectively allocates own time to complete work. • Takes advantage of available | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Coordinates own and others' | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Consistently identifies | <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Knows and relies on the |

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| <p>to deliver the desired outputs and outcomes.</p> | <p>resources (individuals, processes, departments, and tools) to complete work efficiently.</p> <ul style="list-style-type: none"> • Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate). • Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion). | <p>schedules to avoid conflicts.</p> <ul style="list-style-type: none"> • Checks quality of work against predetermined specifications. • Ensures that established procedures for completing work tasks are followed. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. | <p>appropriate resources for a variety of assignments.</p> <ul style="list-style-type: none"> • Defines roles and responsibilities for team members and clearly communicates expectations. • Provides guidance and instruction when delegating. • Monitors and controls activities by maintaining a log of work. | <p>'experts' in various fields who can address and solve special problems.</p> <ul style="list-style-type: none"> • Maintains project records (working papers, audit trails). • Ensures that high-priority work is accomplished within required timelines. • Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, and enhancement of the individual's knowledge/skills). • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines. |
| <p>5. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.</p> | <ul style="list-style-type: none"> • Participates in the development of a clear project brief. • Prepares, co-ordinates and monitors a project initiation programme. • Participates in the assigned tasks to the agreed standards (completes work within the scope of the terms of reference). • Prioritises activities effectively to ensure that tasks are completed within schedule | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages the inputs of subordinate personnel • Determines the procurement / tender policy for the project. • Coordinates preparation of project documentation. • Manages projects to the agreed standards. • Manages resources to achieve the project objectives. • Prioritises activities to ensure | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages multiple projects to agreed standards • Prioritises multiple resources to meet competing deadlines. • Agrees requirements and preferences, assessing user needs and options. • Establishes project brief, objectives, priorities, constraints, assumptions and strategies. • Finalises and approves | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages multidisciplinary projects and programmes • Manages the project requirements of highly complex capital budget based projects / programmes. • Ensures stakeholder communication. • Prioritises multiple resources to meet competing deadlines. • Finalises project concept and feasibility in terms of demand |

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| | <ul style="list-style-type: none"> Ensures compliance with budgetary requirements | <p>that project is completed within schedule.</p> <ul style="list-style-type: none"> Completes project to ensure budget spent on time. | <p>project documentation.</p> <ul style="list-style-type: none"> Manages multiple project schedules. | <p>planning.</p> <ul style="list-style-type: none"> Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters. |
| <p>6. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p> | <p>Not applicable</p> | <p>Not applicable</p> | <ul style="list-style-type: none"> Understands and weighs up financial implications of valuation processes. Adheres to Supply Chain management processes when procuring external services. Develops corrective measures/actions to ensure alignment of financial resources. Interprets financial statements. | <ul style="list-style-type: none"> Demonstrates competencies from level 3. Understands financial statements and their applicability to valuations. |
| <p>7. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p> | <ul style="list-style-type: none"> Undertakes routine tasks. Has developed a level of skill and experience in a technical area of work. Is aware of factors that may negatively impact the completion of a job. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the technical language of the job. Understands the technical components of the job and has a sound understanding of specific principles. Ability to read schematic drawings and basic designs. Understands the use and application of the full range of appropriate tools and equipment. Has the ability to identify task specific problems and analyze all factors that influence the | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Applies specialist knowledge to situations, to solve problems or enhance solutions. Anticipates events, situations and incidents that may impact the work environment and takes corrective action. Shows sound problem solving skills and analytical ability. Ensures knowledge transfer and training and mentoring of more junior staff. | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. |

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| | | <p>solution. This will involve various activities specific to valuations involving: designing, constructing, repairing, fabricating, fault finding and diagnostics.</p> <ul style="list-style-type: none"> • Applies previous learnings to new/different situations. • Accomplishes task without asking for guidance or instruction. | | |
| Public Service Orientation | | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders. • Accurately captures others expectations, ideas and concerns. • Encourages and considers inputs of others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views. • Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. • Negotiates skillfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationships. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful. • Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement. • Awareness of how people and municipality function. |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p> | <ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner • Adapts communication contents to the audience. • Uses terminology appropriate to the audience. • Structures written documents in a logical framework. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Accurately reviews documents and edits documents created by others • Organises discussions in logical manner | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately. • Communicates sensitive or controversial information effectively. |

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| | <ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders | <ul style="list-style-type: none"> • Responds to questions with accurate and complete answers • Communicates effectively with people at all levels | <ul style="list-style-type: none"> • Communicates effectively at senior levels. • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience. • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media. |
| Management | | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others. • Effectively influences senior management. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Uses influence to achieve objectives. |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <ul style="list-style-type: none"> • Cooperates and works well with other team members. • Actively participates in team activities • Shows consideration towards others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team. • Shares information and collaborates easily with others. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across function boundaries in the respective departments • Encourages team approach to problem solving. • Recognises and respects the |

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Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 7 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

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| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. | <p>value of diverse views.</p> <ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. Demonstrates competencies from level 1 to 3. Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team. Provides a clear sense of purpose and focuses on successful completion of objectives. Organises resources and inspires others towards focused performance. |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style Sets challenging tasks that stretches individual's abilities and self-confidence. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the underlying causes for non or poor performance and to provide the appropriate support Sets challenging tasks that stretches individual's abilities and self-confidence. Actively renews own personal and professional skills and applies them in a productive way in the work environment. Understands requirements for professional development of | <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the municipality. Understands municipal needs and formulates and implements development plans, outlining specific performance measures. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. |

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| | | | staff. | <ul style="list-style-type: none"> Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. |
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51. WATER CONSERVATION / WATER POLLUTION CONTROL

| | 1 | 2 | 3 |
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| LEVELS | | | |
| TYPICAL CAREER DESIGNATIONS | Assistant Water Conservation Officer Assistant Water Pollution Control Officer | Water Conservation Officer Water Pollution Control Officer | Senior Water Conservation Officer Senior Water Pollution Control Officer |
| QUALIFICATION | A appropriate 3 year tertiary qualification. | A appropriate 3 year tertiary qualification. | A appropriate 3 year tertiary qualification. |
| KNOWLEDGE | Functional knowledge of water conservation. Functional knowledge of water pollution. Knowledge of water and sanitation industry. | Functional knowledge of water conservation. Functional knowledge of water pollution. Knowledge of water and sanitation industry. | Functional knowledge of water conservation. Functional knowledge of water pollution. Knowledge of water and sanitation industry. |
| EXPERIENCE | 1 Year experience required. | 3 Years' experience required. | 5 Years' experience required. |

| COMPETENCIES | | | | |
|--|---|--|---|----------|
| COMPETENCY LEVELS | 1 | 2 | 3 | 4 |
| Functional / Professional | | | | |
| <p>1. Project Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <ul style="list-style-type: none"> • Uses computer software programmes to help manage projects (MS project, etc.) • Establishes broad stakeholder involvement and communicates the project status and key milestones • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) • Check quality of work against pre-determined specifications | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises the team and develop a work plan • Manages the contractual aspects, ensuring that all work is performed in accordance to the contract • Manages multiple projects/programmes • Prioritises multiple resources to meet competing deadlines. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Defines roles and responsibilities for project team members and clearly communicates expectations. • Sets and manages service level agreements with contractors. • Identifies and manages risks to the project by assessing potential risks and building contingencies into project plans. | |
| <p>2. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks/functional results of the work unit.</p> | <ul style="list-style-type: none"> • Contributes to planning by compiling and collating information from research, surveys and studies. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and plans on a quarterly and annual basis • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Develops contingency plans for potential problems • Assists others to plan and organise their work | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to the development of the municipality's annual work plans. • Measures progress and monitors performance and results. • Identifies and allocates resources. | |

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| <p>3. Policy Conceptualisation The ability to formulate, advise on and undertake urban development policy and policy processes to ensure quality policy to guide and inform the achievement of objectives, programmes, projects and decision making.</p> | <ul style="list-style-type: none"> • Has working knowledge of relevant policies. • Able to access and prepare policy summaries. • Able to draft inputs to policy processes. • Able to prepare inputs to policy content. • Able to monitor, track and report on policy development processes. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • In-depth knowledge of relevant policies and their application. • Is able to identify challenges and opportunities relating to policy formulation and implementation. • Is able to provide comment and input on the policies and their implementation. • Able to provide policy formulation advice. • Able to monitor and provide reports on urban development policies. • Able to prepare the implications of policies for municipality. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to identify and analyse existing policies and their implementation and make recommendations of amendments to bring about improvement. • Able to conceptualise and formulate policy within the national and local government frameworks • Able to evaluate the implication of new policy on systems, procedures and budgets. • Advise leads and coordinates policy formulation, development and monitoring processes. • Ability to advise on the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of the policy. • Monitors and reports on policy implementation. | |
| <p>4. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p> | <ul style="list-style-type: none"> • Organises the team and develops a work plan • Effectively allocates own time to complete work • Coordinates own and others' schedules to avoid conflicts. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Defines roles and responsibilities for project team members and clearly communicates expectations. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Consistently identifies appropriate resources for a variety of assignments. • Provide guidance and | |

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| | <ul style="list-style-type: none"> • Able to use resources optimally. • Able to prioritise tasks. • Identifies more critical and less critical activities and tasks and adjusts priorities when appropriate. • Remains focused on task at hand • Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion • Ensures that established procedures for completing work tasks are followed • Initiates action to correct quality problems or notifies others of quality issues as appropriate | <ul style="list-style-type: none"> • Manages multiple teams. • Able to prioritize multiple resources to meet competing deadlines. • Monitors and controls activities by maintaining a log of work, production, or maintenance. • Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently. | <p>instruction when delegating.</p> <ul style="list-style-type: none"> • Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively. • Makes contingency plans. | |
| <p>5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p> | <ul style="list-style-type: none"> • Understands potential impact of problems to own working environment • Deals with clearly defined problems that are task specific • Demonstrates logical problem solving approach and provides rationale for proposed solutions • Determines root causes of problems and evaluates whether solutions address root causes • Involves the appropriate people, to resolve complex task related problems | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates logical, consequential thinking • Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Resolves problems and challenges at a workshop or depot level that are within clearly defined parameters • Generates various solutions / options and contingency plans for localized problems | |
| <p>6. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant</p> | <ul style="list-style-type: none"> • Checks work for errors and omissions before submission. | <ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Checks work of subordinates for errors and | <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Maintains a project checklist covering all detail which | |

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| <p>engineering standards.</p> | | <p>omissions before submission.</p> <ul style="list-style-type: none"> Ensures all details of a task are accomplished Checks against standards and regulations. | <p>might be overlooked</p> <ul style="list-style-type: none"> Ensure that all information is available in the preparation of documentation. | |
| <p>7. Operations and Maintenance The application of asset management for operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p> | <ul style="list-style-type: none"> Has knowledge of complex technical specifications of elements within a system Understands operating rules and procedures for systems Participates in the development and implementation of the operation and maintenance requirements of systems Participates in the determination of supply and demand of services Participates in the development of operating procedures for systems Monitors and assesses the efficiency and reliability of services | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Has detailed knowledge of technical specifications of elements within a system Has a detailed understanding of the operating rules and procedures Can troubleshoot problems occurring within the system Contributes to the application and maintenance of infrastructure asset management principles and systems Applies asset lifecycle principles to make recommendations for modification, upgrades or renewal of systems and complex infrastructure elements Mitigates health, safety and environmental risks | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops operating rules and procedures for systems Makes judgment decisions on issues falling outside of the operating rules and procedures Undertakes long term planning and forecasting of infrastructure requirements Determines technical specifications for systems requirements Ensure that adequate resources (labour, material equipment) are allocated to achieve desired objectives Considers the financial, social, economic and environmental implications Commissions and/or decommissions engineering works safely and with minimum disruption to municipal service provision. Liaises with other both internal and external on integrated service delivery | |

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| <p>8. Information Management The gathering and analysis of data, in order to conclude thereon.</p> | <ul style="list-style-type: none"> Obtain/extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate. Check data as it is entered for obvious errors. Formalise and enhancing templates. Managing the central repository and documents. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns. Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. | <p>matters.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to analyses and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof. Document reporting information in required formats and categories in order to assist Principal Practitioner and management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications Quality check data entered into management software and extract accurate reports. |
| <p>9. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p> | <ul style="list-style-type: none"> Undertakes routine tasks Has developed a level of skill and experience in a technical area of work Is aware of factors that may negatively impact the completion of a job | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the technical language of the job. Understands the technical components of the job and has a sound understanding of specific principles. Understands the use and application of the full range of appropriate tools and equipment. Has essential knowledge of operations and maintenance | <ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Applies specialist knowledge to situations, to solve problems or enhance solutions. Anticipates events, situations and incidents that may impact the work environment and takes corrective action. Shows sound problem solving skills and analytical ability. Ensures knowledge transfer |

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| | | <ul style="list-style-type: none"> of equipment and infrastructure. Has the ability to identify task specific problems and analyze all factors that influence the solution. This will involve various activities specific to the particular trade involving: designing, constructing, repairing, fabricating, fault finding and diagnostics. Applies previous learnings to new/different situations Accomplishes tasks within a specific trade without asking for guidance or instruction. | <p>and training and mentoring of more junior staff.</p> |
| Public Service Orientation | | | |
| <p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p> | <ul style="list-style-type: none"> Able to establish rapport and gets on with others. Communicates effectively Acknowledges contributions of others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality. Shows confidence in engagement with internal and external stakeholders. Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of his ideas without suppressing their views. Acknowledge merits in others arguments and to incorporate in proposals where it is warranted. Negotiates skillfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. |
| <p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond</p> | <ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures complex issues clearly and concisely. |

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| appropriately to verbal and written communication of others. | written communication. | <ul style="list-style-type: none"> Adapts communication contents to the audience. Uses terminology appropriate to the audience. Structures written documents in a logical framework. | <ul style="list-style-type: none"> Conveys alternative viewpoints. Accurately reviews documents and edits documents created by others. Organises discussions in logical manner. Responds to questions with accurate and complete answers. Communicates effectively with people at all levels. |
| <p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p> | <ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. |
| Management | | | |
| <p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p> | <ul style="list-style-type: none"> Makes positive impact and comes across as confident professional | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management |
| <p>2. Team Orientation The capacity to promote a cooperative climate, understand</p> | <ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team |

| | | | | |
|---|---|--|---|--|
| <p>group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p> | <p>activities</p> <ul style="list-style-type: none"> Shows consideration towards others | <p>in dealing with others</p> <ul style="list-style-type: none"> Able to work in a multi-disciplinary team Shares information and collaborates easily with others | <p>belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals. | |
| <p>3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p> | <ul style="list-style-type: none"> Has a clear sense of his/her own and team goals | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. | |
| <p>4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p> | <ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing. | <ul style="list-style-type: none"> Demonstrates competencies from level 1. Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style. Sets challenging tasks that stretches individual's abilities and self-confidence. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. | <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages self-reliance and allows staff to make and learn from mistakes. Ability to understand the underlying causes for poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and self-confidence. Actively renews own personal and professional skills and applies them in a productive way in the work environment. Understands requirements for professional development of staff. | |

ANNEXURE B APPLICATION FORM FOR EMPLOYMENT

1. The purpose of this form is to assist a municipality in selecting suitable candidates for an advertised post.
2. This form must be completed in full, accurately and legibly. All substantial information relevant to a candidate must be provided in this form. Any additional information may be provided on the CV.
3. Candidates shortlisted for interviews may be requested to furnish additional that will assist municipalities to expedite recruitment and selection processes.
4. All information received will be treated with strict confidentiality and will not be used for any other purpose than to assess the suitability of the applicant.
5. This form is designed to assist municipality with the recruitment, selection and appointment of senior managers in terms of the Municipal Systems Act, 2000 (Act No. 32 of 2000)

DETAILS OF THE ADVERTISED POST (as reflected in the advert)

| | |
|------------------------------|--|
| Advertised post applying for | |
| Reference number | |
| Name of the Municipality | |
| Notice service period | |

PERSONAL DETAILS

| | | | | | |
|--|---------|-------|--------------------------------------|-------------------|-------------|
| Surname | | | | | |
| First Names | | | | | |
| ID or Passport Number | | | | | |
| Gender | Male | | Female | | |
| Race | African | White | Coloured | Indian | |
| Do you have a disability? | Yes | No | If yes, elaborate | | |
| Are you a South African Citizen? | Yes | No | If not, what is your nationality? | | |
| | | | And do you have a valid work Permit? | Yes | No |
| Do you hold any political office in a political party, whether in a permanent, temporary or acting capacity? | Yes | No | Name of political party | Position Held | Expiry date |
| | | | | | |
| Do you hold a professional membership with any professional body? | Yes | No | Name of professional body | Membership Number | Expiry date |

CONTACT DETAILS

| | |
|--------------------------------------|-----------|
| Telephone number during office hours | () |
| Mobile phone number | |
| Postal address | |
| | Code: |
| Email Address | |
| Preferred language of communication | |

QUALIFICATIONS (please elaborate on your CV)

| |
|--|
| Highest educational qualification obtained |
|--|

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| | | | |
|---|-------------------------|---------------|---------------|
| Name of the School | | Highest Grade | Year Obtained |
| | | | |
| Highest tertiary qualification obtained | | | |
| | | | |
| Name of Institution | Name of a qualification | NQF level | Year Obtained |
| | | | |
| | | | |
| | | | |

WORK EXPERIENCE(please elaborate on your CV)

| Employer (starting with the most recent) | Post held | From | | To | | Reason for leaving |
|---|-----------|-------|------|-------|------|--------------------|
| | | Month | Year | Month | Year | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

DISCIPLINARY RECORD

| | | | | |
|---|-----|--|----|--|
| Have you been dismissed for misconduct during the past ten (10) years? | Yes | | No | |
| If yes, Name of Municipality/ Municipality | | | | |
| Type of a Misconduct/ Transgression | | | | |
| Date of Resignation/ Disciplinary case finalised | | | | |
| Award/ sanction | | | | |
| Have you been accused of an alleged misconduct during the past ten (10) years and have resigned from your job pending finalisation of the disciplinary proceedings? | Yes | | No | |

CRIMINAL RECORD

| | | | | |
|---|-----|--|----|--|
| Have you been convicted of any criminal offence in a court of law during the past ten (10) years? | Yes | | No | |
| If yes, type of criminal act | | | | |
| Date criminal case finalised | | | | |
| Outcome/ Judgment | | | | |

REFERENCES (please elaborate on your CV)

| Name of Referee | Relationship | Tel (office hours) | Cellphone Number | Email |
|-----------------|--------------|--------------------|------------------|-------|
| | | | | |
| | | | | |
| | | | | |

DECLARATION

I hereby declare that all the information provided in this application and any attachments in support thereof is to the best of my knowledge true and correct. I understand that any misrepresentation or failure to disclose any information may lead to my disqualification or termination of my employment contract, if appointed.

| | |
|------------|-------|
| Signature: | Date: |
|------------|-------|

ANNEXURE C**DECLARATION OF CONFIDENTIALITY BY MEMBER OF SELECTION PANEL****DECLARATION OF CONFIDENTIALITY BY MEMBER OF SELECTION PANEL
INTERVIEWS FOR THE ADVERTISED POST OF _____****DATE:** _____

I, _____ hereby declare that I have read the provisions of regulation 25 (5)(c) of the Local Government: Municipal Staff Regulations.

I hereby further declare that—

- (a) I have no personal interest in any of the interviewed candidates;
- (b) I do not have any relationship whatsoever with the interviewed candidates;
- (c) I am not indebted to any of the interviewed candidates or vice versa;
- (d) My participation in these interviews will not in any way constitute a conflict of interest;
- (e) I will not unduly influence or attempt to influence the appointment or promotion for a spouse, partner, family member or associate;
- (f) I will not discuss the outcome of these interviews or inform any candidate who has been interviewed about the outcome of these interviews; and
- (g) I will keep all the discussions emanating from the interview process strictly confidential and I will not disclose any information to any candidate or person who is not part of the selection panel until such time that the municipal manager or staff member designated by the municipal manager has approved the recommendations of the selection panel and the successful candidate has been duly informed about the outcome of the decision.

SIGNED at _____ on this _____ of _____ 20__.

SIGNATURE OF PANEL MEMBER

SIGNATURE OF CHAIRPERSON

ANNEXURE D
TABLE OF CATEGORIES OF MISCONDUCT RESTRICTING RE-APPOINTMENT OF PERSONS IN MUNICIPALITY

| Column A ITEM | Column B CATEGORY OF MISCONDUCT | Column C PERIOD (YEARS) |
|------------------|---|-------------------------------|
| 1. | Financial misconduct contemplated in section 171 of the Municipality Finance Management Act, corruption or fraud | 10 |
| 2. | (a)(a) Gross misconduct involving elements of dishonesty or gross negligence. | 10 |
| | (b)(b) Misconduct involving elements of dishonesty or negligence. | 6 |
| 3. | (a)(a) Assault with intent to do grievous bodily harm where a staff member has been criminally charged and convicted. | 12 |
| | (b)(b) Sexual harassment | 10 |
| 4. | Colluding or acceding to an influence of any councillor not to enforce an obligation in terms of this Act, any other legislation or by-law or a decision of the municipal council of the municipality, and who has been found guilty of an offence and convicted to a fine or to imprisonment for a period not exceeding one year. | 5 |
| 5. | Facilitating or aiding an occupier of premises in a municipality to deny an authorised representative of the municipality or a service provider access at all reasonable times to the premises in order to read, inspect, install, or repair any meter or service connection for reticulation, or to disconnect, stop or restrict the provision of any service. | 5 |
| 6. | Convicted of an offence and sentenced to more than 12 months imprisonment without the option of a fine. | 5 |
| 7. | (a)(a) Used the position as a staff member or confidential information for private gain or to improperly benefit another person. | 5 |
| | (b)(b) Disclosed of any privileged or confidential information obtained as a staff member of a municipality to an unauthorised person or persons. | 5 |
| | (c) Took a decision on behalf of the municipality concerning a matter that the senior manger's spouse, partner or business associate, has a direct benefit or private business interest. | 5 |
| 8. | Being party to or beneficiary under a contract for the provision of goods and services to any municipality or any municipal entity established by a municipality. | 5 |
| 9. | Soliciting or accepting directly or indirectly any gift or favour that may influence the exercise of his or her functions, the | 5 |

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| | performance of his or her duties, or judgment. | |
| 10. | Discrimination against others on the basis of race, gender, disability, sexual orientation or others grounds prohibited by the Constitution. | 5 |
| 11. | Breach of the Code of Conduct for Municipal Staff as contained in Schedule 2 of the Municipal Finance Management Act, other than misconduct referred to in item 1 to 10 in this table. | 2 |

ANNEXURE E CODE OF ETHICS

Professionalism in Local Government Sector

1. (1) Professionalism in local government, as in other parts of the public sector, is particularly important because public office involves public trust, which can only be maintained if public officials acknowledge the primacy of the public interest and are able, through their actions, to promote public confidence in the effectiveness and integrity of municipal services.
(2) In promoting improved standards of professional behaviour and conduct in local government, emphasis must be placed on the observance by staff of professional ethical principles and values.
(3) These principles are of a higher moral standard than other norms and standards because they deal with normative issues of what is commonly accepted as 'right' or 'wrong,' rather than what is merely desirable.
(4) Items 2 to 13 contain what is expected of all staff.

Selflessness

2. Staff should serve only the public interest, and should not use their official positions or authority for the advancement of the personal or financial interests of themselves, family or friends.

Stewardship

3. Staff should at all times ensure that public resources for which they are responsible are administered in an efficient and effective manner, and in accordance with the law.

Integrity

4. (1) Staff should not place themselves under any financial or other obligation to outside individuals or municipalities that might influence them in the performance of their official duties.
(2) They should also not solicit or receive directly or indirectly any gift or favour that may influence the exercise of their functions, the performance of their duties or their judgement.

Impartiality and fairness

5. (1) Staff should be fair and impartial in the performance of their functions and, in particular, in their relations with the public.
(2) They should at no time afford any undue preferential treatment to or improperly discriminate against any group or individual, and should treat people with respect, regardless of their race, age, religion, gender, disability or sexual orientation.

Objectivity

6. In carrying out local government business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, staff members should make their choices solely according to objective criteria of merit.

Honesty

7. (1) Staff should at no time improperly use local government moneys, property, services or information that is acquired in the performance of their official duties for activities unrelated to their official work.

(2) They also have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Confidentiality

8. Matters of a confidential nature in the possession of staff members should be kept confidential unless national legislation, the performance of duty or the needs of justice require otherwise.

Accountability and openness

9. (1) Staff members are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

(2) They should also be open as possible, within the legal framework, about all the decisions and actions that they take.

(3) They should give reasons for their decisions and restrict information only when the wider local government interest demands it.

Political neutrality

10. (1) Staff members should maintain a strict professional detachment from partisan political activity that otherwise could impair public confidence in the impartial performance of their functions and duties.

(2) At the same time, elected political office holders should not unduly interfere with or try to influence the powers, duties and responsibilities that fall within the specific knowledge and skills of staff members.

Respect for others

11. Staff should promote equity and equality by not discriminating unlawfully against any person or group.

Constitutional and legal duty

12. Staff should uphold the Constitution and law and, on all occasions, act in accordance with the trust that the public is entitled to place in them.

Leadership

13. Staff should promote and support these principles by leadership and example.

**ANNEXURE F
GRIEVANCE FORM**

PLEASE READ THE FOLLOWING INSTRUCTIONS BEFORE COMPLETING THE FORM

1. This form must be used to lodge a grievance (excluding an alleged unfair dismissal) when you have been unable to resolve the problem by using informal discussion.
2. You may be assisted or represented by a fellow employee or a trade union representative of a registered and recognised trade union.
3. It is important to complete all information accurately. When the form is completed, it must be given to the staff member designated to facilitate grievances at your municipality. The municipality will attach this form to the grievance documentation and it will be used through all stages of the grievance procedures.
4. At each stage where a person within the relevant structure of the municipality attempts to resolve the grievance, each party will complete the appropriate part of the form. You will be given an opportunity to respond to each and every comment.
5. At the conclusion of each stage of the grievance procedure, the municipality will provide you with a copy of the completed form.
6. Once the grievance has been resolved, you do not need to complete the rest of the form.
7. The department responsible for human resources in the municipality will then file the form. It may be used for the purposes of gathering and reporting upon human resource statistics.
8. You are required to complete Parts A and B of this form and to then hand it to the staff member designated to facilitate grievances at your municipality. The staff member will affix his or her signature in the block below Part B of the form to indicate that the grievance has been received. Ensure that you receive a copy of the form where receipt of your grievance has been acknowledged.
9. Part C of the grievance form will be completed by the municipality and you during the various stages where attempts will be made to resolve the grievance.

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PART A:
PERSONAL INFORMATION

To be completed by aggrieved employee

| | |
|--|--|
| Initials and Surname: | |
| Employee number: | |
| Employing municipality: | |
| Department : | |
| Rank/Designation: | |
| Date on which you became aware of the alleged grievance: | |
| Contact information Tel No: Fax No: Email: | |
| Name of representative (where applicable): | |
| Name of trade union (where applicable) : | |
| Contact information of trade union: Tel No: Fax No: Email: | |

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PART B:**DETAILS OF GRIEVANCE***To be completed by aggrieved staff member***What are you aggrieved about?** (If the space below is not enough, please attach additional page(s).)**What solution do you propose?**

SIGNED: _____
STAFF MEMBER **DATE**

Receipt of grievance form acknowledged and copy given to aggrieved employee

DESIGNATED STAFF MEMBER **DATE**
Name:
Rank:

PART C:
GRIEVANCE RESOLUTION: LEVELS

NOTES:

This part of the form makes provision for various levels of authority to attempt to resolve the dispute. There are, however, no prescribed levels for the resolution of a grievance. Depending on the circumstances, one or more pages below need to be completed.

If the grievance cannot be resolved up to level of Head of Department, it has to be submitted to the municipal manager (i.e. the page below that specifically refers to the municipal manager has to be completed).

The grievance must be dealt with by all the applicable levels (including the executing authority) within a period of no longer than 30 days, unless extended by written agreement with the aggrieved employee. Should the grievance not be attended to within the period of 30 days (or an extended period agreed to with the aggrieved staff member), in the case of an alleged unfair labour practice, the aggrieved staff member has the right to submit the grievance to the South African Local Government Bargaining Council to be dealt with in terms of the dispute resolution procedures.

LEVEL: _____

(Indicate official relationship to aggrieved staff member - e.g. supervisor, head of division/ component, head of department.)

To be completed on behalf of municipality

Name: _____

Designation: _____

Tel No: _____

Fax No: _____

Email: _____

Was grievance resolved? Yes — No —

If yes, give details of agreement. (If the space below is not enough please attach additional page(s).)

SIGNED: _____
ON BEHALF OF MUNICIPALITY DATE

To be completed by staff member

Was grievance resolved? Yes— No—

Do you have any comments?

SIGNED: _____
STAFF MEMBER DATE

LEVEL: _____

(Indicate official relationship to aggrieved staff member - e.g. supervisor, head of component, head of department.)

To be completed on behalf of municipality

Name: _____

Designation: _____

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Tel No: _____

Fax No: _____

Email: _____

Was grievance resolved? Yes— No—

If yes, give details of agreement. (If the space below is not enough please attach additional page(s).)

SIGNED: _____
ON BEHALF OF MUNICIPALITY DATE

To be completed by staff member

Was grievance resolved? Yes— No—

Do you have any comments?

SIGNED: _____
STAFF MEMBER DATE

LEVEL: MUNICIPAL MANAGER

To be completed by municipal manager or his or her designate

Decision in respect of grievance and reasons for decision. (Please attach additional page(s) if necessary.)

SIGNED: _____
MUNICIPAL MANAGER DATE

To be completed by aggrieved staff member

Was grievance resolved? Yes—No—

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ANNEXURE G
WRITTEN WARNING

Municipality: _____
Staff member: _____
Designation: _____
Department: _____
Date of issue: _____

Dear _____

WRITTEN WARNING

This letter serves as a written warning in that you breached the Disciplinary Code and Procedure in the following respect(s):

[provide date and details of misconduct]

This written warning is valid for six months from the date of issue.

This warning will be retained in your personnel file.

If you are found guilty of a further misconduct while this warning is still in force, this warning could influence the sanction that will be imposed on you.

We regret that this action has been necessary and sincerely hope that your future conduct will make it unnecessary for us to invoke further action to ensure that you maintain acceptable levels of behaviour.

You are required to sign a copy of this written warning below as acknowledgement of receipt hereof.

Yours faithfully

Signature: _____
Designation: _____
Date: _____

I, the undersigned employee, hereby acknowledge that I received this written warning.

Signature of Staff member: _____
Date: _____

Signature of Witness: _____
[if necessary]
Date: _____

ANNEXURE H
FINAL WRITTEN WARNING

Municipality: _____
Staff member: _____
Designation: _____
Department: _____
Date of issue: _____

Dear _____

FINAL WRITTEN WARNING

This letter serves as a final written warning in that you breached the Disciplinary Code and Procedure in the following respect(s):

[provide date and details of misconduct]

This final written warning is valid for 12 months from the date of issue.

This warning will be retained in your personnel file.

If you are found guilty of a further misconduct while this warning is still in force, this warning could influence the sanction that will be imposed on you.

We regret that this action has been necessary and sincerely hope that your future conduct will make it unnecessary for us to invoke further action to ensure that you maintain acceptable levels of behaviour.

You are required to sign a copy of this final written warning below as acknowledgement of receipt hereof.

Yours faithfully

Signature: _____
Designation: _____
Date: _____

I, the undersigned employee, hereby acknowledge that I received this final written warning.

Signature of Staff member: _____
Date: _____

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Signature of Witness: _____

(if necessary)

Date: _____

**ANNEXURE I
NOTICE TO ATTEND DISCIPLINARY HEARING**

Details of the parties

Municipality: _____

Staff member: _____

Staff member's ID: _____

Date of Notice: _____

Details of the disciplinary hearing

You are hereby notified that a disciplinary hearing will be held on:

Date: _____

Time: _____

Venue: _____

Allegations of misconduct

It is alleged that you have committed the following misconduct:

[Set out the allegation or allegations of misconduct. Describe the essential elements of the incident or incidents relating to each allegation of misconduct and the date when or period within which the incident or incidents occurred in sufficient detail to allow the staff member accused of misconduct to prepare for the hearing.]

Your rights

Your rights are set out in full in Chapter 9 of the Local Government: Municipal Staff Regulations. However, your attention is drawn to the following:

1. You have the right to be represented at the disciplinary hearing by a fellow staff member. It is your responsibility to arrange for your representative.
2. If you are a trade union representative, official or office bearer of a registered and recognised trade union:
 - (a) you may be represented by a trade union official; and
 - (b) the municipality will notify your trade union and consult with it before the disciplinary hearing commences.
3. You may submit documentary evidence, bring witnesses and question witnesses called by the municipality. It is your responsibility to arrange for witnesses to attend the hearing. If any of your witnesses are staff members of the municipality, before the hearing you must advise your supervisor of their names and details so that the necessary arrangements can be made to release them from duty.

4. If you require an interpreter, you must advise the person who signed this notice at least 48 hours before the hearing takes place of the need for an interpreter and the languages to be interpreted.
5. You will be given the opportunity at the disciplinary hearing to make representations both in respect of the allegations of misconduct and, if necessary, in the determination of a sanction.
6. Unless the chairperson of the hearing orders otherwise, the municipality will provide you with copies of the documents that it intends to use at the hearing and give you access to all relevant documents that are not privileged or confidential and private.
7. If you fail or refuse to attend the disciplinary hearing without good cause, the hearing may continue in your absence.
8. You are required to acknowledge receipt of this notice by signing it in the appropriate space below. By signing this form, you in no way admit that you have committed the allegation or allegations of misconduct.

Signature: _____

Designation: _____

Date: _____

Staff Member

Date

Witness (if necessary)

Date