

## APPENDIX A



### PERFORMANCE AGREEMENT

MADE AND ENTERED INTO BY AND BETWEEN:

THE LETSEMENG MUNICIPALITY  
HEREIN REPRESENTED BY THE MAYOR

**Cllr T Reachable**

(herein and after referred to as Employer)

AND

**Mr. BA MNGUNI**  
**MUNICIPAL MANAGER**

(herein and after referred to as Employee)

FOR THE FINANCIAL YEAR  
Period 1 July 2015 – 30 June 2016

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PERFORMANCE AGREEMENT Section 54(A): MUNICIPAL MANAGER 2015/16

**ENTERED INTO BY AND BETWEEN:**

The Letsemeng Local Municipality herein represented by **Councillor Thandiwe Ivy Reachable (ID 680526 0329 089)** in her capacity as Mayor (hereinafter referred to as the **Employer** or Supervisor),

and

**Mr Bafunani Aaron Mnguni (ID 601222 5553 089)** Employee of the Municipality (hereinafter referred to as the **Employee**).

**PARTIES HEREBY AGREE AS FOLLOWS:**

**1. INTRODUCTION**

- 1.1 The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred to as "the Parties".
- 1.2 Section 57(1) (b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the parties to conclude an Annual Performance Agreement.
- 1.3 The parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will secure Local Government policy goals.

**2. PURPOSE OF THIS AGREEMENT**

The purpose of this agreement is to:

- 2.1 Comply with the provisions of Section 57(1)(b), (4B) and (5) of the Systems Act, and the Municipal Performance Regulations for Municipal Managers and Managers directly accountable to Municipal Managers (2006) as amended by the Regulations on Appointment and Conditions of Employment of Senior Managers (2014), as well as the Contract of Employment entered into between the parties;

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- 2.2 Specify objectives and targets defined and agreed with the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance and accountabilities in alignment with the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer;
- 2.3 Specify accountabilities as set out in the Performance Plan which is appended to this agreement as ANNEXURE A;
- 2.4 Monitor and measure performance against set targeted outputs;
- 2.5 Use the Performance Agreement and Performance Plan as the basis to assess whether the Employee has met the performance expectations applicable to his job; and
- 2.6 Give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining equitable and improved service delivery.

**3. COMMENCEMENT AND DURATION**

- 3.1 This Agreement will commence on **1 July 2015** and will remain in force until **30 June 2016** where after a new Performance Agreement shall be concluded between the parties for the next financial year.
- 3.2 The parties will review the provisions of this Agreement during June each year. The parties will conclude a new Performance Agreement that replaces this Agreement by not later than the **31<sup>st</sup> July** of each successive financial year or any portion thereof.
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason.
- 3.4 The content of this Agreement may be revised at any time during the abovementioned period to determine the applicability of the matters agreed upon.

**4. PERFORMANCE OBJECTIVES**

- 4.1 The Performance Plan is attached as **ANNEXURE A**, and sets out:

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- 4.1.1 The performance objectives and targets that must be met by the Employee; and
  - 4.1.2 The time frames within which those performance objectives and targets must be met.
- 4.2 The performance objectives reflected in **ANNEXURE A** are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and shall include key performance indicators, units of measure, details of evidence that must be provided to show that the indicator has been achieved, target dates and weightings which show the relative importance of key performance indicators to one another.
  - 4.2.1 The key objectives describe the main tasks that need to be done.
  - 4.2.2 The key performance indicators provide the details of the evidence that must be provided to show that a key objective has been achieved.
  - 4.2.3 The target dates describe the timeframe in which the work must be achieved.
  - 4.2.4 The weightings show the relative importance of the key objectives to each other.
- 4.3 The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

**5. PERFORMANCE MANAGEMENT SYSTEM**

- 5.1 The Employee agrees to participate in the performance management system that the Employer adopts or introduces for the Employer, management and municipal staff of the Employer.
- 5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the Employer, management and municipal staff to perform to the standards required.



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- 5.3 The Employer will consult the Employee about the specific performance standards that will be included in the performance management system as applicable to the Employee.
- 5.4 The Employee undertakes to actively focus on the promotion and implementation of the KPA's (including special projects relevant to the Employee's responsibilities) within the local government framework.
- 5.5 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, both of which are contained in this Performance Agreement.
- 5.5.1 The Employee must be assessed against both components, with a weighting of 80:20 allocated to the Key Performance Areas (KPA's) and Competencies respectively
- 5.5.2 Each area of assessment will be weighted and will contribute a specific part to the total score.
- 5.5.3 KPA's covering the main areas of work will account for 80% and Competencies will account for 20% of the final assessment.
- 5.6 The Employee's assessment will be based on his performance in terms of the outputs/outcomes (performance indicators) identified as per attached Performance Plan (**ANNEXURE A**), which are linked to the KPA's, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee. The competencies will make up the other 20% of the Employee's assessment score.

| Key Performance Area                                    | No                 | %    |
|---|--------------------|------|
| Basic Service Delivery                                  | 12 KPI's<br>X 6.66 | 80%  |
| Municipal Transformation and Organisational Development |                    |      |
| Local Economic Development                              |                    |      |
| Municipal Financial Viability and Management            |                    |      |
| Good Governance, Public Participation                   | 12                 | 20%  |
| Core competencies                                       |                    |      |
| <b>Total</b>  |                    | 100% |

- 5.7 The competency framework as set out in the Regulations on Appointment and Conditions of Employment of Senior Managers (17 January 2014) consists of six

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leading competencies which comprise twenty driving competencies that communicate what is expected for effective performance in local government, and six core competencies that act as drivers to ensure that the leading competencies are executed at an optimal level.

| LEADING COMPETENCIES     |                                      | DRIVING COMPETENCIES  |
|--------------------------|--------------------------------------|---|
| 1.                       | Strategic Direction and Leadership   | <ul style="list-style-type: none"> <li>• Impact and Influence</li> <li>• Institutional Performance Management</li> <li>• Strategic Planning and Management</li> <li>• Organisational Awareness</li> </ul>         |
| 2.                       | People Management                    | <ul style="list-style-type: none"> <li>• Human Capital Planning and Development</li> <li>• Diversity Management</li> <li>• Employee Relations Management</li> <li>• Negotiation and Dispute Management</li> </ul> |
| 3.                       | Program and Project Management       | <ul style="list-style-type: none"> <li>• Program and Project Planning and Implementation</li> <li>• Service Delivery Management</li> <li>• Program and Project Monitoring and Evaluation</li> </ul>               |
| 4.                       | Financial Management                 | <ul style="list-style-type: none"> <li>• Budget Planning and Execution</li> <li>• Financial Strategy and Delivery</li> <li>• Financial Reporting and Monitoring</li> </ul>  |
| 5.                       | Change Leadership                    | <ul style="list-style-type: none"> <li>• Change Vision and Strategy</li> <li>• Process Design and Improvement</li> <li>• Change Impact Monitoring and Evaluation</li> </ul>                                       |
| 6.                       | Governance Leadership                | <ul style="list-style-type: none"> <li>• Policy Formulation</li> <li>• Risk and Compliance Management</li> <li>• Cooperative Governance</li> </ul>  |
| <b>CORE COMPETENCIES</b> |                                      |   |
| 7.                       | Moral Competence                     |   |
| 8.                       | Planning and Organising              |   |
| 9.                       | Analysis and Innovation              |   |
| 10.                      | Knowledge and Information Management |   |
| 11.                      | Communication                        |   |
| 12.                      | Results and Quality Focus            |   |

- 5.8 There is no hierarchical connotation to the competencies and all are essential to the role of a senior manager to influence high performance. All competencies will therefore be considered as measurable and critical in assessing the level of the Employees performance.

**6. PERFORMANCE ASSESSMENT**

6.1 The Performance Plan (Annexure A) to this Agreement sets out -

6.1.1 the standards and procedures for evaluating the Employee's performance; and

6.1.2 the intervals for the evaluation of the Employee's performance.

6.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force.

6.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames.

6.4 The Employee's performance will be measured in terms of contributions to the goals and strategies set out in the Employer's IDP.

6.5 The Employee will submit his self-assessment to the Employer prior to the formal assessment;

6.5 Performance assessments will entail:

6.5.1 Assessment of the achievement of results as outlined in the performance plan  
**(ANNEXURE A):**

6.5.1.1 Each KPI shall be assessed according to the extent to which the specified standards or performance targets have been met and with due regard to ad-hoc tasks that had to be performed under the KPI.

6.5.1.2 The assessment of the performance of the Employee will be based on the following rating scale for KPI's:

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| Rating | Terminology                                  | Description  |
|--------|--|--|
| 5      | Outstanding performance                      | Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the Performance Plan and maintained this in all areas of responsibility throughout the year.  |
| 4      | Performance significantly above expectations | Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.   |
| 3      | Fully effective                              | Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the Performance Plan.   |
| 2      | Not fully effective                          | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The appraisal indicates that the Employee has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the Performance Plan.   |
| 1      | Unacceptable performance                     | Performance does not meet the standard expected for the job. The appraisal indicates that the Employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the Performance Plan. The Employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement. |

6.5.1.3 The rating will then be multiplied by the weighting to calculate the final score;

6.5.1.4 An overall rating will be calculated based on the total of the individual ratings calculated above.

6.5.1.5 In the instance where the employee could not perform due to reasons outside the control of the employer and employee, the KPI will not be considered during the evaluation. The employee should provide sufficient evidence in such instances; and

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**6.5.2 Assessment of competencies**

6.5.2.1 Each competency shall be assessed according to the extent to which the specified standards for the required proficiency level have been met;

6.5.2.2 The assessment of the performance of the Employee will be based on the following rating scale for Competencies:

| Level | Terminology                                  | Description   | Rating |   |   |   |   |
|-------|--|---|--------|---|---|---|---|
|       |  |   | 1      | 2 | 3 | 4 | 5 |
| 5     | Outstanding performance                      | Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance plan and maintained this in all areas of responsibility throughout the year.            |        |   |   |   |   |
| 4     | Performance significantly above expectations | Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.  |        |   |   |   |   |
| 3     | Fully effective                              | Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the PA and Performance Plan.   |        |   |   |   |   |
| 2     | Not fully effective                          | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the PA and Performance Plan. |        |   |   |   |   |

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| Level | Terminology              | Description   | Rating |   |   |   |   |
|-------|--------------------------|---|--------|---|---|---|---|
|       |                          |   | 1      | 2 | 3 | 4 | 5 |
| 1     | Unacceptable performance | Performance does not meet the standard expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement. |        |   |   |   |   |

6.5.2.3 The rating will then be multiplied by the weighting to calculate the final score. Each competency shall carry an equal weighting;

6.5.2.4 A full description of achievement levels per competency is attached as **ANNEXURE B**.

6.5.3 Overall rating

An overall rating is calculated by using the applicable assessment-rating calculator. Such overall rating represents the outcome of the performance appraisal.

6.6 For purposes of appraising the performance of the Employee, an evaluation panel constituted of the following persons will be established, as mutually agreed upon:<sup>1</sup>

- 6.6.1 Executive Mayor or Mayor;
- 6.6.2 Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- 6.6.3 Member of the mayoral or executive committee or in respect of a plenary type municipality, another member of council;
- 6.6.4 Mayor and/or municipal manager from another municipality; and
- 6.6.5 Member of a ward committee as nominated by the Executive Mayor or Mayor.

<sup>1</sup> Regulation 27(4)(d) of the Local Government: Municipal Performance Regulations for Municipal Managers and Managers Directly Accountable to Municipal Managers, 2006. Published Under Government Notice R805 in *Government Gazette* 29089 of 1 August 2006 as amended.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

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

| Quarter | Review Period           | Review to be completed by                  |
|---------|-------------------------|--|
| 1       | July – September 2015   | December 2015 (informal assessment by MM)  |
| 2       | October – December 2015 | March 2016 (Mid-year Panel Assessment)     |
| 3       | January – March 2016    | June 2016 (informal assessment by MM)      |
| 4       | April – June 2016       | September 2016 (Year-end Panel Assessment) |

- 7.2 Despite the establishment of agreed intervals for evaluation, the Employer may in addition review the Employee's performance at any stage while the contract of employment remains in force;
- 7.3 Performance reviews in the first and third quarter may be verbal if performance is deemed to be satisfactory by the Municipal Manager. In the event of unsatisfactory performance, a panel evaluation shall be convened.
- 7.4 The Employer shall keep a record of the mid-year, year-end and any other assessment meetings where a panel evaluation is convened;
- 7.5 Performance feedback shall be based on the Employer's assessment of the Employee's performance;
- 7.6 The Employer will be entitled to review and make reasonable changes to the provisions of **ANNEXURE A** from time to time for operational reasons. The Employee will be fully consulted before any such change is made; and
- 7.7 The Employer may amend the provisions of **ANNEXURE A** whenever the performance management system is adopted, implemented and/or amended as the case may be. In that case, the Employee will be fully consulted before any such change is made.

## 8. DEVELOPMENTAL REQUIREMENTS

- 8.1 Personal growth and development needs identified during any performance appraisal discussion must be documented in a Personal Development Plan, in

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the format set out in **Annexure C**, as well as the actions agreed to and implementation must take place within set time frames;

- 8.2 The Personal Development Plan (PDP) for addressing developmental gaps must be developed, if deemed necessary in individual cases in consultation with the employee, the Portfolio Councillor and the Municipal Manager.

**9. OBLIGATIONS OF THE EMPLOYER**

9.1 The Employer shall-

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

**10. CONSULTATION**

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

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



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

10.1.3 A substantial financial effect on the Employer.

10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 10.1 as soon as is practical to enable the Employee to take any necessary action.

**11. MANAGEMENT OF ASSESSMENT OUTCOMES**

11.1 The evaluation of the Employee's performance will form the basis for rewarding outstanding performance or correcting unacceptable performance.

11.2 A performance bonus of between 5% to 14% of the total remuneration package may be paid to the Employee in recognition of outstanding performance to be constituted as follows:

11.2.1 a score of 130% to 149% is awarded a performance bonus ranging from 5% to 9%; and

11.2.2 a score of 150% and above is awarded a performance bonus ranging from 10% to 14%.

11.3 In the case of unacceptable performance, the employer shall –

11.3.1 Provide systematic remedial or developmental support to assist the Employee to improve his performance; and

11.3.2 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his duties

**12. DISPUTE RESOLUTION**

12.1 Any disputes about the nature of the employee's performance agreement, whether it relates to key responsibilities, priorities, methods of assessment must be mediated by

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12.1.1 the MEC for Local Government in the Province or a person designated by him/her within 30 days of receipt of a formal dispute from the employee. The decision of the MEC or his designate shall be final and binding on both parties.

12.1.2. Any other person appointed by the MEC.

12.2 Any disputes about the outcomes of the employee's performance evaluation must be mediated by the MEC for Local Government in the Province or a person designated by him/her within 30 days of receipt of a formal dispute from the employee. The decision of the MEC or his designate shall be final and binding on both parties.


**13. GENERAL**

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

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

Thus done and signed at **KOFFIEFONTEIN** on this the 30<sup>th</sup> day of **JULY** 2015.

**AS WITNESSES:**

1.   
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2.   
\_\_\_\_\_


  
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**MUNICIPAL MANAGER**

Thus done and signed at **KOFFIEFONTEIN** on this the 30<sup>th</sup> day of **JULY** 2015.

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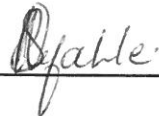
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AS WITNESSES:

1 



MAYOR

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## ANNEXURE A: PERFORMANCE PLAN

- i. The Performance Plan sets out the performance objectives and targets which are based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the Employer, and includes key performance indicators, units of measure, details of evidence that must be provided to show that the indicator has been achieved, target dates and weightings which show the relative importance of key performance indicators to one another.
- ii. The employee's assessment will be based on his/her performance in terms of the outputs/outcomes (performance indicators) identified as per the performance plan which are linked to the National KPA's, which constitute 80% of the overall assessment result as per the weightings agreed to between the employer and employee.
- iii. The performance management system automatically rates performance in terms of the key performance indicators as follows which correlates with the rating referred to in 6.3.1.

| Category  | Rating | Explanation  |
|---|--------|--|
| KPI's Not Met/<br>Unacceptable performance                          | 1      | Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the PA and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement. |
| KPI's Almost Met /<br>Not fully effective                           | 2      | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the PA and Performance Plan.  |
| KPI's Met /<br>Fully effective                                      | 3      | Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the PA and Performance Plan.  |
| KPI's Well Met /<br>Performance significantly above<br>expectations | 4      | Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.   |
| KPI's Extremely Well Met /<br>Outstanding Performance               | 5      | Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance plan and maintained this in all areas of responsibility throughout the year.   |

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KEY PERFORMANCE INDICATORS AND TARGETS

| Ref | Strategic Objective                                    | KPA                                      | KPI   | Calculation   | Baseline            | POE   | KPI Target Type | Annual Target | Q1 | Q2 | Q3 | Q4 | Weighting |
|-----|--|--|---|---|---------------------|---|-----------------|---------------|----|----|----|----|-----------|
| 1   | Promote a culture of participatory and good governance | Good Governance and Public Participation | Develop a risk based audit plan with an internal audit plan (RBAP) (MFMA - Section 165(2)(a)) and submit to the Audit Committee by 30 June 2016 | RBAP with internal audit programme submitted to the Audit Committee by 30 June 2016 | N/A                 | Risk Management Strategy & Council Resolution | Number          | 30 Jun 16     | 0  | 0  | 0  | 1  | 6,66      |
| 2   | Promote a culture of participatory and good governance | Good Governance and Public Participation | Audit action plan developed to address AG Findings and submitted to council for approval on or before 30 Jan 2016                               | Date Audit action plan submitted to council for approval                            | New KPI for 2015/16 | B2B Reports & Proof of submission             | Number          | 30 Jan 2016   | 0  | 0  | 1  | 0  | 6,66      |
| 3   | Promote a culture of participatory and good governance | Good Governance and Public Participation | Risk management strategy, that includes fraud prevention plan, and policy reviewed and approved on or before 30 September annually              | Date risk register approved   | New KPI for 2015/16 | Agenda and quarterly reports                  | Number          | 30 Sept 15    | 0  | 1  | 0  | 0  | 6,66      |
| 4   | Promote a culture of participatory and good governance | Good Governance and Public Participation | Monthly submit the Back to Basics report to take part in the provincial intergovernmental programmes  | # of reports submitted by the 15th of each month                                    | New KPI for 2015/16 | Agenda and quarterly reports                  | Number          | 12            | 3  | 3  | 3  | 3  | 6,66      |

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| Ref | Strategic Objective   | KPA  | KPI  | Calculation  | Baseline      | POE   | KPI Target Type | Annual Target           | Q1  | Q2  | Q3  | Q4  | Weighting |
|-----|---|--|--|--|---------------|---|-----------------|-------------------------|-----|-----|-----|-----|-----------|
| 5   | Promote a culture of participatory and good governance  | Good Governance and Public Participation     | Annual Report tabled in council on or before 31 Jan 2016   | Date annual report tabled  | 31 Jan 2016   | Council resolution and annual report            | Number          | 31 Jan 16               | 0   | 0   | 1   | 0   | 6,66      |
| 6   | Promote a culture of participatory and good governance  | Good Governance and Public Participation     | Annual review of IDP completed before the end of March 2016  | Date annual review completed   | 31 March 2016 | Council resolution and annual report            | Number          | 31 Mar 16               | 0   | 0   | 1   | 0   | 6,66      |
| 7   | Promote a culture of participatory and good governance  | Good Governance and Public Participation     | Achieve a qualified audit without matters (2014/15 Financial year)                                 | # of matters (# more than 10)  | N/A           | AG Report                                       | Number          | No more than 10 queries | 0   | 0   | 10  | 10  | 6,66      |
| 8   | Promote a culture of participatory and good governance  | Good Governance and Public Participation     | % of Council Resolutions implemented within prescribed timeframe stipulated on resolution register | # of council resolutions implemented within time frame divided by total # of resolutions | 95%           | Execution list and reports submitted to council | Percentage      | 95%                     | 95% | 95% | 95% | 95% | 6,66      |
| 9   | Promote a culture of participatory and good governance  | Good Governance and Public Participation     | No of IGR meetings and forums at District, Provincial and National levels attended                 | # of meetings attended   | 4             | Agendas and minutes of meetings attended        | Number          | 4                       | 1   | 1   | 1   | 1   | 6,66      |
| 10  | Create an environment that promotes development of the local economy and facilitate job creation. | Local Economic Development                   | Review the LED Strategy of the municipality on or before 31 Dec 2015                               | Date LED strategy approved by Council  | N/A           | LED Strategy and Council minutes                | Date            | 31 Dec 2015             | 0   | 1   | 0   | 0   | 6,66      |
| 11  | To create an efficient, effective and accountable administration                                  | Municipal Financial Viability and Management | Submit quarterly reports to council on the actual performance in terms of the Top Layer SDBIP      | # of SDBIP Top Layer performance reports submitted to council                            | 4             | Council Resolution                              | Number          | 4                       | 1   | 1   | 1   | 1   | 6,66      |

7.7

| Ref | Strategic Objective  | KPA  | KPI                                 | Calculation                       | Baseline | POE                | KPI Target Type | Annual Target | Q1 | Q2 | Q3 | Q4 | Weighting |
|-----|--|--|-------------------------------------|-----------------------------------|----------|--------------------|-----------------|---------------|----|----|----|----|-----------|
| 12  | To create an efficient, effective and accountable administration | Municipal Transformation and Institutional Development | No of LLF meetings held per quarter | Sum of LLF meetings held per year | 5        | Agenda and Minutes | Number          | 4             | 1  | 1  | 1  | 1  | 6,66      |

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**ANNEXURE B: COMPETENCY DESCRIPTIONS**  
**COMPETENCY DESCRIPTIONS (ANNEXURE B)**

**1. Leading Competencies Cluster**

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



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

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

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

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

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

## 2. Core Competencies Cluster

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

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



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



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

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

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

## **ANNEXURE C: PERSONAL DEVELOPMENT PLAN (PDP)**

### **Explanatory Notes to the Personal Development Plan**

#### **1. Introduction**

1.1 A Municipality should be committed to –

- (a) the continuous training and development of its employees to achieve its vision, mission and strategic objectives and empower employees; and
- (b) managing training and development within the ambit of relevant national policies and legislation.

1.2 A Municipality should follow an integrated approach to Human Resource Development, that is:

- (a) Human resource development should form an integral part of human resource planning and management.
- (b) In order for a municipality's training and development strategy and plans to be successful it should be based on sound Human Resource (HR) practices, such as the (strategic) HR Plan, job descriptions, the result of regular performance appraisals, career pathing, scarce skills an talent management and succession planning.
- (c) To ensure the necessary linkage with performance management, the municipality's Performance Management and Development System should provide for the Personal Development Plans of employees to be included in their annual Performance Agreements. Such approach will ensure the alignment of individual performance objectives to the municipality's strategic objectives, and that training and development needs are also identified during the performance management and appraisal process.
- (d) Career-pathing and succession planning ensures that employees are placed and developed in jobs according to aptitude and identified potential and through training and development acquire the necessary competencies to prepare them for future positions. Scarce skills and talent management also requires appropriate training, education and development interventions.

#### **2. Compiling the Personal Development Plan attached as the Appendix.**

2.1 The aim of the compilation of Personal Development Plans (PDPs) is to identify, prioritise and implement training needs

2.2 The minimum competency requirements for senior managers as set out in the Regulations on Appointment and Conditions of Employment of Senior Managers (17 January 2014) provides comprehensive information to the PDP process. The Municipal Finance Management Competency Regulations, such as those developed by the National Treasury and other line sector departments' legislated competency requirements need also be taken into consideration during the PDP process.

2.3 The assessment results of a manager against the minimum requirements contained in the managerial competency framework and occupational competency profiles will assist a manager, in consultation with his/her employee, to **compile a Personal Development Plan** as follows:

(a) The identified training needs should be **entered into column 1 of the Appendix, entitled Skills / Performance Gap**. The following should be carefully determined during such a process:

(i) Organisational needs, which include the following:

- Strategic development priorities and competency requirements, in line with the municipality's strategic objectives.
- The competency requirements of individual jobs. The relevant job requirements (job competency profile) as identified in the job description should be compared to the current competency profile of the employee to determine the individual's competency gaps.
- Specific competency gaps as identified during the probation period and performance appraisal of the employee.

(ii) Individual training needs that are job / career related.

(b) Next, the **prioritisation of the training needs [1 to 5] in column 1 should also be determined** since it may not be possible to address all identified training needs in a specific financial year. It is however of critical importance that training needs be addressed on a phased and priority basis. This implies that all these needs should be prioritized for purposes of accommodating critical/strategic training and development needs in the HR Plan, Personal Development Plans and the Workplace Skills Plan.

(c) Consideration must then be given to the **outcomes expected in column 2 of the Appendix**, so that once the intervention is completed the impact it had can be measured against relevant output indicators.

(d) **An appropriate intervention** should be identified to address training needs/skills gaps and the outcome to be achieved but with due regard to cost effectiveness. These interventions should be listed in **column 3 of the Appendix, entitled: Suggested training and / or development activity**. The training/development must also be conducted either in line with a recognised qualification from a tertiary institution or unit standards registered on the National Qualifications Framework (South African Qualifications Authority), which could enable the trainee to obtain recognition towards a qualification for training undertaken. It is important to determine through the Training/Human Resource Development/Skills Development Unit within the municipality whether unit standards have been developed with regard to a specific outcome/skills gap identified (and registered with the South African Qualifications Authority). Unit standards usually have measurable

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assessment criteria to determine achieved competency. There is more detail on this in item 4 below.

- (e) **Guidelines regarding the number of training days per employee and the nominations of employees:** An employee should on average receive at least five days of training per financial year and not unnecessarily be withdrawn from training interventions.
- (f) **Column 4 of the Appendix: The suggested mode of delivery** refers to the chosen methodology that is deemed most relevant to ensure transfer of skills. The training/development activity should impact on delivery back in the workplace. Mode of delivery consists of, amongst others, self-study [The official takes it upon him/her to read e.g. legislation]; internal or external training provision; coaching and/or mentoring and exchange programmes, etc.
- (g) The **suggested time frames (column 5 of the Appendix)** enable managers to effectively plan for the annum e.g. so that not all their employees are away from work within the same period and also ensuring that the PDP is implemented systematically.
- (h) **Work opportunity created to practice skill/development areas, in column 6 of the Appendix,** further ensures internalisation of information gained as well as return on investment (not just a nice to have skill but a necessary to have skill that is used in the workplace).
- (i) The final column, **column 7 of the Appendix,** provides the employee with a **support person** that could act as coach or mentor with regard to the area of learning.