



The home of harmony, prosperity and growth

PERFORMANCE AGREEMENT

MADE AND ENTERED INTO BY AND BETWEEN:

AS REPRESENTED BY THE MUNICIPAL MANAGER

BRUCE WILLIAM KANNEMEYER

.....
FULL NAMES

AND

ZANELE JOHN MAJIVOLO

(ACTING DIRECTOR CORPORATE SERVICES)
.....,

THE EMPLOYEE OF THE MUNICIPALITY

FOR THE

FINANCIAL YEAR: 01 JULY 2018 - 30 JUNE 2019

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ENTERED INTO BY AND BETWEEN:

The Ngwathe Municipality herein represented by **BRUCE WILLIAM KANNEMEYER**
his capacity as the Municipal Manager (hereinafter referred to as the Employer)

And

ZANELE JOHN MAJIVOLO Employee of the Municipality
(hereinafter referred to as the Employee).

WHEREBY IT IS AGREED 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.
- 1.4 The parties wish to ensure that there is compliance with Sections 57(4A), 57(4B) and 57(5) of the Systems Act.

2. PURPOSE OF THIS AGREEMENT

The purpose of this Agreement is to -

- 2.1 comply with the provisions of Section 57(1)(b),(4A),(4B) and (5) of the Act as well as the employment contract entered into between the parties;
- 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 municipality;

- 2.3 specify accountabilities as set out in a performance plan, which forms an annexure to the performance agreement;
- 2.4 monitor and measure performance against set targeted outputs;
- 2.5 use the performance agreement as the basis for assessing whether the employee has met the performance expectations applicable to his or her job;
- 2.6 in the event of outstanding performance, to appropriately reward the employee; and
- 2.7 give effect to the employer's commitment to a performance-orientated relationship with its employee in attaining equitable and improved service delivery.

3 COMMENCEMENT AND DURATION

- 3.1 This Agreement will commence on the **01 July 2018** and will remain in force until **30 June 2019** thereafter a new Performance Agreement and Performance Plan shall be concluded between the parties for the next financial year or any portion thereof.
- 3.2 The parties will review the provisions of this Agreement during June each year. The parties will conclude a new Performance Agreement, Personal Development Plan and Performance Plan that replaces this Agreement at least once a year by not later than the beginning of each successive financial year.
- 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 above-mentioned period to determine the applicability of the matters agreed upon.
- 3.5 If at any time during the validity of this Agreement the work environment alters (whether as a result of government or council decisions or otherwise) to the extent that the contents of this Agreement are no longer appropriate, the contents shall immediately be revised.

4 PERFORMANCE OBJECTIVES

- 4.1 The Performance Plan (Annexure A) sets out-
 - 4.1.1 the performance objectives and targets that must be met by the **Employee**; and
 - 4.1.2 the time frames within which those performance objectives and targets must be met.

- 4.2 The performance objectives and targets reflected in Annexure A are set by the **Employer** in consultation with the **Employee** and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the **Employer**, and shall include key objectives; key performance indicators; target dates and weightings.
- 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.
- 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 towards the promotion and implementation of the KPAs (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 shall be contained in the 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 (KPAs) and the Core Competency Requirements (CCRs) respectively.

5.5.2 Each area of assessment will be weighted and will contribute a specific part to the total score.

5.5.3 KPAs covering the main areas of work will account for 80% and CCRs will account for 20% of the final assessment.

5.6 The **Employee's** assessment will be based on his / her 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**:

Key Performance Areas (80% of Total)	Weighting
KPA 1: Putting people first	15
KPA 2: Delivering Basic services	10
KPA 3: Good governance	20
KPA 4: Sound financial management	10
KPA 5: Institutional Development & Building capacity	40
KPA 6: Radical socio economic transformation & LED	5
Total	100%

5.7 In the case of managers directly accountable to the municipal manager, key performance areas related to the functional area of the relevant manager, must be subject to negotiation between the municipal manager and the relevant manager.

5.8 The CCRs will make up the other 20% of the **Employee's** assessment score. CCRs that are deemed to be most critical for the **Employee's** specific job should be selected (✓) from the list below as agreed to between the **Employer** and **Employee**. Three of the CCRs are compulsory for Municipal Managers:

Nr.	LEADING COMPETENCIES		
	Competency Description	Driving Competencies	Weighting
1	Strategic Direction and Leadership	• Impact and influence • Institutional Performance Management • Strategic Planning and Management • Organisational Awareness	10
2	People Management	• Human Capital Planning and Development • Diversity Management • Employee Relations Management • Negotiation and Dispute Management	10
3	Program and Project Management	• Program and Project Planning and Implementation • Service Delivery Management • Program and Project Monitoring and Evaluation	5
4	Financial Management	• Budget Planning and Execution • Financial Strategy and Delivery • Financial Reporting and Monitoring	5
5	Change Leadership	• Change and Vision and Strategy • Process Design and Improvement • Change Impact Monitoring and Evaluation	20
6	Governance Leadership	• Policy Formulation • Risk and Compliance Management • Cooperative Governance	20
No	CORE COMPETENCIES		
	Competency Description		
1	Moral Competence		5
2	Planning and Organising		5
3	Analysis and Innovation		5
4	Knowledge and Information Management		5
5	Communication		5
6	Resulting and Quality Focus		5
TOTAL			100
(NB: the sum total of weighted Leading and Core Competencies must always be equals to 100)			

6. EVALUATING PERFORMANCE

- 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 annual performance appraisal will involve:
 - 6.5.1 **Assessment of the achievement of results as outlined in the performance plan:**
 - (a) Each KPA should be assessed according to the extent to which the specified standards or performance indicators have been met and with due regard to ad hoc tasks that had to be performed under the KPA.
 - (b) An indicative rating on the five-point scale should be provided for each KPA.
 - (c) The applicable assessment rating calculator (refer to paragraph 6.5.3 below) must then be used to add the scores and calculate a final KPA score.
 - 6.5.2 **Assessment of the CCRs**
 - (a) Each CCR should be assessed according to the extent to which the specified standards have been met.
 - (b) An indicative rating on the five-point scale should be provided for each CCR.
 - (c) This rating should be multiplied by the weighting given to each CCR during the contracting process, to provide a score.

- (d) The applicable assessment rating calculator (refer to paragraph 6.5.1) must then be used to add the scores and calculate a final CCR score.

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 The assessment of the performance of the **Employee** will be based on the following rating scale for KPA's and CCRs:

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.					

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Level	Terminology	Description	Rating				
			1	2	3	4	5
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.					
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.					

6.7 For purposes of evaluating the annual performance of the municipal manager, an evaluation panel constituted of the following persons must be established -

- 6.7.1 Mayor;
- 6.7.2 Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- 6.7.3 Member of the executive committee
- 6.7.4 Mayor and/or municipal manager from another municipality; and
- 6.7.5 Member of a ward committee as nominated by the Mayor.

6.8 For purposes of evaluating the annual performance of managers directly accountable to the municipal managers, an evaluation panel constituted of the following persons must be established -

- 6.8.1 Municipal Manager;
- 6.8.2 Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- 6.8.3 Member of the executive committee; and
- 6.8.4 Municipal manager from another municipality.

6.9 The manager responsible for human resources of the municipality must provide secretariat services to the evaluation panels referred to in sub-regulations (d) and (e).

7. SCHEDULE FOR PERFORMANCE REVIEWS

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

First quarter	:	July – September 2018 on 9 October 2018
Second quarter	:	October – December 2018 on 8 January 2019
Third quarter	:	January – March 2019 on 9 April 2019
Fourth quarter	:	April – June 2019 on 9 July 2019

7.2 The **Employer** shall keep a record of the mid-year review and annual assessment meetings.

7.3 Performance feedback shall be based on the **Employer's** assessment of the **Employee's** performance.

7.4 The **Employer** will be entitled to review and make reasonable changes to the provisions of Annexure "A" from time to time for operational reasons. The **Employee** will be fully consulted before any such change is made.

7.5 The **Employer** may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and / or amended as the case may be. In that case the **Employee** will be fully consulted before any such change is made.

8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps will be developed after the first quarter review.

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 / her 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 to assist him / her 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 the powers will have amongst others –
 - 10.1.1 a direct effect on the performance of any of the **Employee's** functions;
 - 10.1.2 commit the **Employee** to implement or to give effect to a decision made by the **Employer**; and
 - 10.1.3 a substantial financial effect on the **Employer**.
- 10.2 The **Employer** agrees to inform the **Employee** of the outcome of any decisions taken pursuant to the exercise of powers contemplated in 10.1 as soon as is practicable to enable the **Employee** to take any necessary action without delay.

11. MANAGEMENT OF EVALUATION 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% and 14% of all-inclusive annual remuneration package may be paid to the employee in recognition of outstanding performance to be constituted as follows:

11.2.1 The performance bonus payment shall be categorised in two bands with some ranges per band. The first performance bonus (cash rewards) payment band ranges between 5% and 9% of the all-inclusive remuneration package, as follows:

- (i) A score of 130% -138% to qualify for 5% bonus;
- (ii) A score of above 138%-148% to qualify for 7% bonus;
- (iii) A score of above 148%-149% to qualify for 9%.

11.2.2 The second performance bonus (cash rewards) payment band ranges between 10% and 14% of the all-inclusive remuneration package, as follows:

- (i) A score of 150% - 155% to qualify for 10% bonus;
- (ii) A score of above 155% - 160% to qualify for 13% bonus;
- (iii) A score of above 160% to qualify for 14% bonus.

11.3 The performance achievement ranging between 100% and 129% shall be regarded as performance that 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. This will imply that 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. **This category of performance shall not be rewarded.**

11.4 In the case of unacceptable performance, the Employer shall –

11.4.1 provide systematic remedial or developmental support to assist the Employee to improve his or her performance; and

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

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 and/ or any other matter provided for, shall be mediated by –

12.1.1 the MEC for local government in the province within thirty (30) days of receipt of a formal dispute from the **Employee**; or

12.1.2 any other person appointed by the MEC.

12.1.3 In the case of managers directly accountable to the municipal manager, a member of the municipal council, provided that such member was not part of the evaluation panel provided for in sub-regulation 27(4)(e) of the Municipal Performance Regulations, 2006, within thirty (30) days of receipt of a formal dispute from the employee;

whose decision shall be final and binding on both parties.

12.2 In the event that the mediation process contemplated above fails, clause 20.3 of the Contract of Employment shall apply.

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/ her contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

Thus done and signed at PARYS this 19 day of JULY 2018

EMPLOYEE:

Signature: J. [Signature] Name Print: ZANELE JOHN MAJIVULO

WITNESSES

1. Signature: [Signature] Name Print: PUSILEISO NDHLAMU.

2. Signature: [Signature] Name Print: MARGAUTA LETHEA.

FOR AND ON BEHALF OF NGWATHE LOCAL MUNICIPALITY

Signature: [Signature] Name Print: BRUCE W. RANNEY EYER.

WITNESSES

1. Signature: [Signature] Name Print: ANNA MAROSHA

2. Signature: R. Jordaan Name Print: Ria Jordaan.

PERFORMANCE PLAN

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DIRECTOR CORPORATE SERVICES

The Performance Plan sets out:

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

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KEY PERFORMANCE INDICATORS

The key performance areas, the performance objectives, key performance indicators and targets that must be met within the agreed timeframe are described below. The assessment of these performance indicators will account for 80% (eighty percent) of the total employee assessment score.

PART 1: Implementation of Service Delivery and Budget Implementation Plan (80%)

PERFORMANCE PLAN DIRECTOR CORPORATE SERVICES

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IDP / Ref No	Strategic Objective (IDP 2018-19)	Programmes	Indicator (Activity/Project/ Key actions)	Unit Of Measure	Portfolio Of Evidence	Baseline	Annual Targets				Annual Target	Mitigating Action	Weight
							Q1	Q2	Q3	Q4			
	Human Capital Management and the development of appropriate processes, policies and procedures	<u>Development</u> , reviewal and approval of time and attendance management system	Time Management System in place	4	Monthly Attendance Register Report	1	3	3	3	3	12		5
		<u>Recruitment</u>	Filling of vacant Posts	2	Appointment / Placement Letters	2	171	-	118	-	289		10
		<u>Compliance with Standing Rules and Orders By - Laws</u>	Timeous delivery of agendas	4	Agenda receipt registers	12	3	3	3	3	12		20
IDP / Ref No	Strategic Objective (IDP 2018-19)	Programmes	Indicator (Activity/Project/ Key actions)	Unit Of Measure	Portfolio Of Evidence	Baseline	Annual Targets				Annual Target	Mitigating Action	Weight
							Q1	Q2	Q3	Q4			
	Improving access to basic services	<u>Buildings</u>	Build, Renovate and fence all offices	1	Photos of renovated halls	1	-	-	-	1	1		15
		<u>Compliance with Employment Equity Act</u>	Development and approval of Employment Equity report	1	Copy of Report	New KPI	-	-	1	-	1		5

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IDP / Ref No	Strategic Objective (IDP 2018-19)	Programmes	Indicator (Activity/Project/ Key actions)	Unit Of Measures	Portfolio Of Evidence	Baseline	Annual Targets				Annual Target	Mitigating Action	Weight
							Q1	Q2	Q3	Q4			
	Improve administrative and financial capability	<u>Policy formulation, review and training</u>	Review of all policies	100%	Copies of reviewed policies	New KPI	-	-	-	-	100%		5
		<u>Human Resource Development</u>	Provide training to all staff, Councillors and community Members	2	Attendance registers, programs and certificates of participants	174 employees and Councillors were trained	-	-	174	128	302		5
		<u>Standard Operating Procedures</u>	Develop and present Standard Operating Procedure Register	1	Register of Standard Operating Procedure	New KPI	-	1	-	-	1		5
	Improve administrative and financial capability	Information and Communication Technology	Develop legally compliant and ICT savvy organization	1	SLA / Contract	1	-	-	-	1	1		
		<u>Employee Wellness</u>	Implement staff wellness program	4	Program	1	3	3	3	3	12		8
	Improve administrative and financial capability	<u>Procurement of goods and services</u>	Processing of SCM documents	100%	Requisition forms	100%	25%	25%	25%	25%	100%		10
IDP / Ref No	Strategic Objective (IDP 2018-19)	Programmes	Indicator (Activity/Project/ Key actions)	Unit Of Measures	Portfolio Of Evidence	Baseline	Annual Targets				Annual Target	Mitigating Action	Weight
							Q1	Q2	Q3	Q4			
	Ensure Good Governance	<u>Back to basics monthly reports</u>	Departmental Monthly reporting on	4	Monthly Reports	New KPI	3	3	3	3	12		2

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	practices to ensure effective, functioning municipality		<u>IGR</u>	implementation of Back to Basics, Performance improvement plan and Audit action plan	100%	Attendance registers	100%	100%	100%	100%	100%	5

KPA NO	KEY PERFORMANCE AREA					WEIGHT						
KPA 1	Putting people first					15						
KPA 2	Delivering basic services					10						
KPA 3	Good governance					20						
KPA 4	Sound financial management					10						
KPA 5	Institutional Development & Building capacity					40						
KPA 6	Radical socio economic transformation & LED					5						
	TOTAL					100%						

Signature: _____

Date: _____

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ANNEXURE B

2018/19

PART 2: COMPETENCY REQUIREMENTS (20%)

REF	LEADING AND CORE COMPETENCIES	JANUARY 1 ST ASSESSMENT	JULY FINAL ASSESSMENT	WEIGHTS	COMMENTS
2.1	Strategic Leadership				
2.2	People Management				
2.3	Programme and project management				
2.4	Financial Management				
2.5	Change Leadership				
2.6	Governance Leadership				
2.7	Moral Competence				
2.8	Planning and organising				
2.9	Analysis and innovation				
2.10	Knowledge and information management				
2.11	Communication				
2.12	Results and quality focus				

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ANNEXURE C

2018/19

COMPETENCY FRAMEWORK

CLUSTER	LEADING COMPETENCIES		
COMPETENCY NAME	Strategic Direction and Leadership		
COMPETENCY DEFINITION	Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate		
BASIC	ACHIEVEMENT LEVELS		
	COMPETENT	ADVANCED	SUPERIOR
Understand Institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate	Give direction to a team in realising the institution's strategic mandate and set objectives	Evaluate all activities to determine value and alignment to strategic intent	Structure and position the institution to local government priorities
Describe how specific tasks link to institutional strategies but has limited influence in directing a strategy	Has a positive impact and influence on the morale, engagement and participation of team members.	Display in-depth knowledge and understanding of strategic planning	Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework
Has a basic understanding of key decision makers	Develop action plans to execute and guide strategy	Align strategy and goals across all functional areas	Hold self-accountable for strategy execution and results
	Assist in defining performance measures to monitor the progress and effectiveness of the institution	Actively define performance measures to monitor the progress and effectiveness of the institution	Provide impact and influence through building and maintaining strategic relationships
	Displays an awareness of institutional structures and political factors	Consistently challenge strategic plans to ensure relevance	Create an environment that facilitates loyalty and innovation. Display a superior level of self-discipline and integrity in actions
	Effectively communicate barriers to execution to relevant parties	Understand institutional structures and political factors, and the consequences of actions	Integrate various systems into a collective whole to optimise institutional performance management
	Provide guidance to all stakeholders in the achievement of the strategic mandate	Empower others to follow the strategic direction and deal with complex situations	Uses understanding of competing interests to manoeuvre successfully to a win/win outcome
	Understand the aim and objectives of the institution and relate it to own work	Guide the institution through complex and ambiguous concern	
		Use understanding of power relationships and dynamic tensions among key players to frame	

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			communications and develop strategies, positions and alliances	
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CLUSTER	LEADING COMPETENCIES		
COMPETENCY NAME	People Management		
COMPETENCY DEFINITION	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR

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Participate in team goalsetting and problem solving • Interact and collaborate with people of diverse backgrounds • Aware of guidelines for employee development, but requires support in implementing development initiatives	Seek opportunities to increase team contribution and responsibility Respect and support the diverse nature of others and be aware of the benefits of a diverse approach Effectively delegate tasks and empower others to increase contribution and execute functions optimally Apply relevant employee legislation fairly and consistently Effectively identify capacity requirements to fulfil the strategic mandate	• Identify ineffective team and work processes and recommend remedial interventions • Recognise and reward effective and desired behaviour • Provide mentoring and guidance to others in order to increase personal effectiveness • Identify development and learning needs within the team • Inspire a culture of performance excellence by giving positive and constructive feedback to the team • Achieve agreement or consensus in adversarial environments • Lead and unite diverse teams across divisions to achieve institutional objectives	• Develop and incorporate best practice people management processes, approaches and tools across the institution • Foster a culture of discipline, responsibility and accountability • Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution • Develop comprehensive integrated strategies and approaches to human capital development and management Actively identify trends and predict capacity requirements to facilitate unified transition and performance management
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CLUSTER	LEADING COMPETENCIES
COMPETENCY NAME	Program and Project Management
COMPETENCY DEFINITION	Able to understand program and project management methodology, plan, manage, monitor and evaluate specific activities in order to deliver on set objectives

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ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
Initiate projects after approval from higher authorities Understand procedures of program and project management methodology, implications and stakeholder involvement Understand the rationale of projects in relation to the institution's strategic objectives Document and communicated factors and risk associated with own work	Establish broad stakeholder involvement and communicate the project status and key milestones Define the roles and responsibilities of the project team and create clarity around expectations Find a balance between project deadline and the quality of deliverables Identify appropriate project resources to facilitate the effective completion of the deliverables Comply with statutory requirements and apply policies in a consistent manner Monitor progress and use resources and make needed adjustments to timelines, steps and resource allocation	Manage multiple programs and balance priorities and conflicts according to institutional goals Apply effective risk management strategies through impact assessment and resource requirements Modify project scope and budget when required without compromising the quality and objectives of the project Involve top-level authorities and relevant stakeholders in seeking project buy-in Identify and apply contemporary project management methodology Influence and motivate project team to deliver exceptional results Monitor policy implementation and apply procedures to manage risks	Understand and conceptualise the long-term implications of desired project outcomes Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives Influence people in positions of authority to implement outcomes of projects Lead and direct translation of policy into workable action plans Ensure that programs are monitored to track progress and optimal resource utilisation and that adjustments are made as needed

CLUSTER	LEADING COMPETENCIES
COMPETENCY NAME	Financial Management

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COMPETENCY DEFINITION	ACHIEVEMENT LEVELS			
	COMPETENT	ADVANCED	SUPERIOR	
BASIC	Understand basic financial concepts and methods as they relate to institutional processes and activities Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems Understand the importance of financial accountability Understand the importance of asset control	Exhibit knowledge of general financial concepts, planning, budgeting and forecasting and how they interrelate Assess identify and manage financial risks Assume a cost-saving approach to financial management Prepare financial reports based on specific formats. Consider and understand the financial implications of decisions and suggestions Ensure that delegation and instructions as required by NT guidelines are reviewed and updated Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget	Take active ownership of planning, budgeting and forecasting processes and provides credible answers to queries within own responsibility Prepare budgets that are aligned to the strategic objectives of the institution Address complex budgeting and financial management concerns Put systems and processes in place to enhance the quality and integrity of financial management practices Advise on policies and procedures regarding asset control Promote National Treasury's regulatory framework for Financial management	Develop planning tools to assist in evaluating and monitoring future expenditure trends Set budget frameworks for the institution Set strategic direction for the institution on expenditure and other financial processes Build and nurture partnerships to improve financial management and achieve financial savings Actively identify and implement new methods to improve asset control Display professionalism in dealing with financial data and processes

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CLUSTER	LEADING COMPETENCIES			
COMPETENCY NAME	Change Leadership			
COMPETENCY DEFINITION	Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community			
ACHIEVEMENT LEVELS				
BASIC	COMPETENT	ADVANCED	SUPERIOR	
Display awareness of change interventions and the benefits of transformation initiatives Able to identify basic needs for change Identify Gaps between current and desired state Identify potential risk and challenges to transformation, including resistance to change factors	Performs analysis of change impact on social, political and economic environment Maintain calm and focus during change Able to assist team members during change and keep them focussed on deliverables Volunteer top lead change efforts outside of own work team Able to gain buy-in and approval for change from relevant stakeholders Identify change readiness levels and assist in resolving resistance to change factors Design change interventions that are aligned with the institution's strategic objectives and goals	Actively monitor change impact and results and convey progress to relevant stakeholders Secure buy-in and sponsorship for change initiatives Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change Take the lead in impactful change programs Benchmark change interventions against best change practices Understand the impact and psychology of change and put remedial interventions in place to facilitate effective transformation Take calculated risk and seek new ideas from best practice scenarios and identify the potential for implementation	Sponsor change agents and create network of change leaders who supports interventions Actively adapt current structures and processes to incorporate change interventions Mentor and guide team members on effects of change, resistance factors and how to integrate change Motivate and inspire others around change initiatives	

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CLUSTER		LEADING COMPETENCIES	
COMPETENCY NAME		Governance Leadership	
COMPETENCY DEFINITION		Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships	
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
Display basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements. Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders Provide input into policy formulation	Display thorough understanding of governance and risk and compliance factors and implement plans to address these Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution Actively drive policy formulation within the institution to ensure achievement of objectives	Able to link initiatives into key institutional objectives and drivers Identify, analyse and measure risk, profiles Apply risk control methodology And approaches to prevent and reduce risk that impede on the achievement of institutional objectives Demonstrate a thorough understanding of risk retention plans Identify and implement comprehensive risk management systems and processes Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement	Demonstrate a high level of commitment in complying with governance requirements Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework Able to advise local government on risk managements, best practice interventions and compliance management. Able to forge positive relations on cooperative governance level to enhance effectiveness of local government Able to shape, direct and drive formulation of policies on macro level

CLUSTER		CORE COMPETENCIES		
COMPETENCY NAME		MORAL Competence		
COMPETENCY DEFINITION		Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence		
		ACHIEVEMENT LEVELS		
BASIC		COMPETENT	ADVANCED	SUPERIOR
Realise the impact of acting with integrity, but requires guidance and development in implementing principles Follow basic rules and regulations of institution Able to identify basic moral situations but requires guidance and development in understanding and reasoning with moral intent		Conduct self in alignment with values of LG and institution Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver Actively report fraudulent activity and corruption within LG Understand the honor of confidential nature of matters without seeking personal gain Able to deal with situations of conflict of interest promptly and in best interest of LG	Identify, develop and apply measures of self-correction Able to gain trust and respect through aligning actions with commitments Make proposals and recommendations that are transparent and gain approval of relevant stakeholders Present values, beliefs and ideas that are congruent with institution's rules and regulations Takes an active stance against corruption and dishonesty when noted Actively promote values of institutions to internal and external stakeholders Able to work in unity with a team and not seek personal gain Apply universal moral principles consistently to achieve moral decisions	Create an environment conducive for moral practices Actively develop and implement measures to combat fraud and corruption Set integrity standards and shared accountability measures across the institution to support objectives of LG Take responsibility for own actions and decisions even if consequences are unaffordable

CLUSTER		CORE COMPETENCIES		
COMPETENCY NAME		Planning and Organising		
COMPETENCY DEFINITION		Able to plan, prioritise and organise information and resources effectively to ensure the quality of service delivery and build efficient contingency plans to manage risk		
ACHIEVEMENT LEVELS				
BASIC	COMPETENT	ADVANCED	SUPERIOR	
Able to follow basic plans and organise tasks around set objectives	Actively and appropriately organise information and resources required for a task	Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities and assign appropriate resources for successful implementation	Focus on broad strategies and initiatives when developing plans and actions	
Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans	Recognise the urgency and importance of tasks	Identify in advance required staged and actions to complete tasks	Able to protect and forecast short, medium and long term requirements of institution and LG	
Able to follow existing plans and ensure that objectives are met	Balance short and long-term plans and goals and incorporate into team's performance objectives	Schedule realistic timelines, objectives and milestones for tasks and projects	Translate policy into relevant projects to facilitate achievement of institutional objectives	
Focus on short-term objectives in developing plans and actions	Schedule tasks and ensure they are performed within budget and with efficient use of time and resources	Produce clear, detailed and comprehensive plans to achieve institutional objectives		
Arrange information and resources required for a task, but require further structure and organisation	Measure progress and monitor performance results	Identify possible risk factors and design and implement appropriate contingency plans Adapt plans in light of changes circumstances		
		Prioritise tasks and projects in accordance to their relevant urgency and importance		

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CORE COMPETENCIES			
COMPETENCY NAME			
COMPETENCY DEFINITION			
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
Understand basic operation of analysis, but lack detail and thoroughness. Able to balance independent analysis with requesting Assistance from others Recommend new ways to perform tasks within own function Propose simple remedial interventions that marginally challenges the status quo Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking	Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations Demonstrate objectivity, insight and thoroughness when analysing problems Able to break down complex problems into manageable parts and identify solutions Consult internal and external stakeholders on opportunities to improve processes and service delivery Clearly communicate benefits of new opportunities and innovative solutions and stakeholders Continuously identify opportunities to enhance internal processes Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention	Coaches team members on analytical and innovative approaches and techniques Engage with appropriate individuals in analysing and resolving complex problems Identify solutions on various areas in the institution Formulate and implement new ideas throughout institution Able to gain approval and buy-in for proposed interventions from relevant stakeholders Identify trends and best practices in processes and service delivery and propose institutional; application Continuously engage in research to identify client needs.	- Demonstrate complex analytical and problem solving approaches and techniques - Create an environment conducive to analytical and fact-based problem solving - Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence - Create an environment that fosters innovative thinking and follows a learning organisation approach - Be a thought leader on innovative customer service delivery and process optimisation - Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences

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CLUSTER	CORE COMPETENCIES		
COMPETENCY NAME	Knowledge and Information		
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

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• Collect, categorise and track relevant information required for specific tasks and projects • Analyse and interpret information to draw conclusions • Seek new sources of information to increase the knowledge base • Regularly share information and knowledge with internal stakeholders and team members	• Use appropriate information systems and technology to manage institutional knowledge and information sharing • Evaluate data from various sources and use information effectively to influence decisions and provide solutions • Actively create mechanisms and structures for sharing information • Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency	• Effectively predict future information and knowledge management requirements and systems • Develop standards and processes to meet future knowledge management needs • Share and promote best-practice knowledge management across various institutions • Establish accurate measures and monitoring systems for knowledge and information management • Create a culture conducive of learning and knowledge sharing • Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches	• Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information • Establish partnerships across local government to facilitate knowledge management • Demonstrate a mature approach • Recognise and exploit knowledge points in interactions with internal and external stakeholders
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CLUSTER	CORE COMPETENCIES
COMPETENCY NAME	Communication

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COMPETENCY DEFINITION		ACHIEVEMENT LEVELS		
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				
BASIC	COMPETENT	ADVANCED	SUPERIOR	
- Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools - Express ideas in a clear and focused manner, but does not always take the audience into consideration - Disseminate and convey information and knowledge adequately	- Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating - Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs - Adapt communication content and style to suit the audience and facilitate optimal information transfer - Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders - Compile clear, focused, concise and well-structured written documents	- Effectively communicate high-risk and sensitive matters to relevant stakeholders - Develop a well-defined communication strategy - Balance political perspectives with institutional needs when communicating viewpoints on complex issues - Able to effectively direct negotiations around complex - Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution - Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches - Able to communicate with the media with high levels of moral competence and discipline	- Regarded as a specialist in negotiations and representing the institution - Able to inspire and motivate others through positive communication that is impactful and relevant - Creates an environment conducive to transparent and productive communication and critical appreciate conversations - Able to coordinate negotiations at different levels within local government and externally	

CLUSTER	CORE COMPETENCIES
COMPETENCY NAME	Results and Quality Focus

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COMPETENCY DEFINITION	ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR	
- Understand quality of work but requires guidance in attending to important matters - Show a basic commitment to achieving the correct results - Produce the minimum level of results required in the role - Produce outcomes that is of a good standard - Focus on the quantity of output but requires development in incorporating the quality of work - Produce quality work in general circumstances, but fails to meet expectation when under pressure	- Focus on high-priority actions and does not become distracted by lower-priority activities - Display firm commitment and pride in achieving the correct results - Set quality standards and design processes and tasks around achieving set standards - Produce output of high quality - Able to balance the quantity and quality of results in order to achieve objectives - Monitors progress, quality of work and use of resources; provide status updates and make adjustments as needed	- Consistently verify own standards and outcomes to ensure quality output - Focus on the end result and avoids being distracted - Demonstrate a determined and committed approach to achieving results and quality standards - Follow task and projects through to completion - Set challenging goals and objectives to self and team and display commitment to achieving expectations - Maintain a focus on quality outputs when placed under pressure - Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution	- Coach and guide others to exceed quality standards and results - Develop challenging, client-focused goals and sets high standards for personal performance - Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required - Work with team to set ambitious and challenging team goals, communicating long- and short term expectations - Take appropriate risks to accomplish goals - Overcome setbacks and adjust action plans to realise goals - Focus people on critical activities that yield a high impact	

Skills Performance Gap	Outcomes Expected	Suggested Training And / Or Development Activity	Suggested Mode Of Delivery	Suggested Time-frames	Work Opportunity Created To Practice Skills/Developed Area	Support Person
1.						
2						
3						

SIGNED AND ACCEPTED BY EMPLOYEE



DATE: 19/07/2018

SIGNED BY MUNICIPAL MANAGER ON BEHALF OF MUNICIPALITY



DATE: 19/07/2018