

**PERFORMANCE AGREEMENT  
FOR  
YEAR 2015/2016**

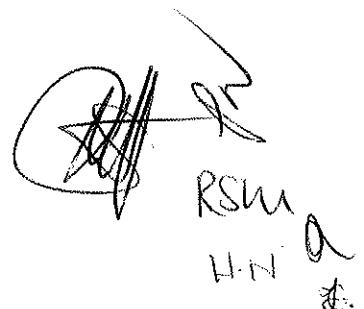
**MADE AND ENTERED INTO BY AND BETWEEN**

**THE COUNCIL OF THE iLEMBE DISTRICT  
MUNICIPALITY**

Herein represented by Nonhlanhla Gamede, in her duly authorised  
capacity as the  
Municipal Manager of iLembe District Municipality

**AND**

Ms.Yvonne N. Mathonsi  
as the Director: Corporate Governance of the  
iLembe District Municipality  
(Employee)



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## 1. INTRODUCTION

(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".

(2) Section 57(1)(b) of the Systems Act, read with the Memorandum of Agreement of Employment concluded between the parties, requires the parties to conclude an annual Performance Agreement. The employer must conclude a Performance Agreement within 90 days of assumption of duty and renew it annually within one month of the commencement of the beginning of the financial year.

(3) The parties will 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 as defined in the municipal IDP.

(4) The parties will 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 Systems Act as well as the Memorandum of Agreement of Employment entered into between the parties;

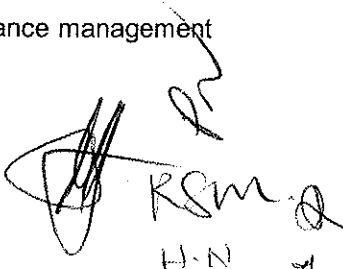
**2.2** Communicate to the Employee the Employer's performance expectations and accountabilities by specifying objectives and targets as defined in the IDP;

**2.3** Specify accountabilities as set out in the Performance Plan marked Annexure "A" (Capital Budget) and Annexure "B" (Operating Budget)

**2.4** Monitor and measure performance against set targeted outputs; in terms of the said Performance Plan.

**2.5** Use the Performance Agreement and Performance Plan to assess whether the Employee has met the performance expectations applicable to his/her job;

**2.6** Appropriately reward the Employee in accordance with the Employer's performance management policy or institute sanctions for consistent under-performance.

  
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**2.7** 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 the 1<sup>st</sup> July 2015 and will remain in force until 30<sup>th</sup> June 2016 where after a new Performance Agreement and new 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 and will conclude a new Performance Agreement (and Performance Plan) that replaces this Agreement at least once a year but not later than one month after the commencement of the new 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 abovementioned 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.

**3.6** Any significant amendments/ deviations referred to in 3.4 and 3.5 above must take cognisance of, where relevant, the requirements of sections 34 and 42 of the Systems Act, and must be done in terms of regulation 4 (5) of the Local Government: Municipal Performance Regulations for Municipal Managers and Managers directly accountable to the Municipal Manager, 2006 ("the Regulations").

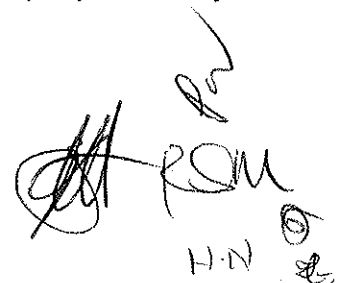
### **4. PERFORMANCE OBJECTIVES**

**4.1** The Performance Plan 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" (**Capital Budget**) and (**Operating Budget**) are set by the Employer in consultation with the Employee and based on the Integrated Development Plan and the Budget of the Employer, and shall include key objectives; key performance indicators; target dates and weightings.

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**4.3** The key objectives describe the main tasks that need to be done. The key performance indicators provide the details of the evidence that must be provided to show that a key objective has been achieved. The target dates describe the timeframe in which the work must be achieved. The weightings show the relative importance of the key objectives to each other.

**4.4** The Employee's performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

## **5 PERFORMANCE MANAGEMENT SYSTEM**

**5.1** The Employee agrees to participate in the performance management system that the Employer adopts or introduces for the Employer itself, 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 are 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 leading and core competencies respectively.

**5.5.2** KPAs covering the main areas of work will account for 80% and the leading and core competencies will account for 20% of the final assessment.

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

**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:

  
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National Key Performance Areas (KPA's) in his/her Performance Plan	IDM Priorities as per the NKPA	Weighting Category (H,M &L)	Weighting%
1. Good Governance and Democracy	Public Participation Inter-governmental Relations Communication	H/M	40
	Disaster Management	H/M	15
	OSS Designated groups	M	15
2. Financial Viability & Management	Expenditure	H/M/L	20
	Performance Reviews	L	10
Total			100%




5.7 The leading and core competencies will make up the other 20% of the Employee's assessment score. The leading and core competencies 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.

Annexure "B" provides the achievement levels and description for the leading and core competencies requirements identified in the Table hereunder.

The leading and core competencies Assessments shall be conducted by the Mayor for the Municipal Manager and the Municipal Manager for Section 56 Managers on an Annual Basis. Where agreement on the allocation of a score (on the range 1 – 5) cannot be reached, the onus rests with the Employee to provide evidence of their claim to possession of the disputed leading and core competencies.

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LEADING COMPETENCIES		WEIGHT
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>	15
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>	15
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>	15
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>	20
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>	10
Governance Leadership	<ul style="list-style-type: none"> <li>• Policy Formulation</li> <li>• Risk and Compliance Management</li> <li>• Cooperative Governance</li> </ul>	10
<b>CORE COMPETENCIES</b>		
Moral Competence		2
Planning and Organising		2
Analysis and Innovation		2
Knowledge and Information Management		2
Communication		2
Results and Quality Focus		5
		100%

  
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## 6. EVALUATING PERFORMANCE

**6.1** The organisation's PMS Policy and User Manual to be read together with 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 shall be documented up-front in this Performance Agreement and additional needs may be identified during any performance review discussion. Annexure "C" documents is a Personal Development Plan, the Employee's personal growth and development needs at the beginning of the financial year as well as the actions agreed to. Implementation must take place within set time frames, including attendance at, at least 1 week-long training workshop per year – to allow the Employee to remain abreast of the latest developments in his/her field of work for the Employer.

**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 SDBIP/Performance Scorecard:

(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 must then be used to add the scores and calculate a final aggregate score.

### **6.5.2 Assessment of the leading and core competencies**

(a) Each leading and core competency 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 leading and core competency.

(c) The applicable assessment rating calculator (refer to paragraph 6.5.3) must then be used to add the scores and calculate a final aggregate score.

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### 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 rating scale for KPA's and Competencies as reflected in the attached Performance Plan (Annexure A, Paragraph 3 and 4).

6.7 The annual performance evaluation of the Employee will be performed by the evaluation panel constituted by the following persons:

- ☐ Municipal Manager;
- ☐ Chairperson of the performance audit committee or the audit committee in the absence of a performance audit committee;
- ☐ Member of the executive committee;
- ☐ Municipal Manager from another municipality.

6.8 A secretariat service will be delivered to the evaluation panel by the Committee Section for administration and recordkeeping of evaluation results.

## 7. SCHEDULE FOR PERFORMANCE REVIEWS

The performance of the Employee in relation to his performance agreement will be reviewed quarterly with the understanding that reviews in the first and third quarter may be verbal if performance is satisfactory:

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

Performance feedback will be based on the Employer's assessment of the Employee's performance.

## 8. Management of Performance Outcomes

Detail regarding the recognition and commensurate rewards for performance exceeding stipulated targets in the SDBIP are documented in the municipality's PMS Framework and in-line with the August 2006 PMS Regulations.

Annexure "D" provides the process to be followed in the event the Employer fails to meet his/her performance objectives. Poor performance shall be deemed consistent once two consecutive quarterly performance face-to face appraisals reveal declining achievements against set targets.

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

8.2 A performance bonus may be paid to the Employee in recognition of outstanding performance. In determining the performance bonus the relevant percentage is based on the overall rating, calculated by using the applicable assessment-rating calculator and based on the pro-rata all-inclusive annual remuneration package as follows:

8.2.1 a score of 130% to 149% is awarded a performance bonus ranging from 5% to 9% of the total remuneration due to the Employee in terms of the employment contract between the Employer and the Employee.

8.2.2 a score of 150% and above is awarded a performance bonus ranging from 10% to 14% of the total remuneration due to the Employee in terms of the employment contract between the Employer and the Employee.

8.3 In the case of unacceptable performance, the Employer shall:

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

8.3.2 after providing 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.

## **9. Recognition for Performance of Additional Tasks**

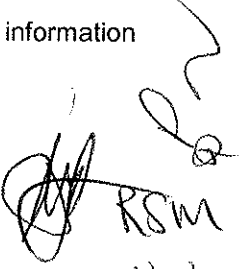
Over and above KPA's where performance will be measured against SDBIP entries, recognition may be given for the performance of additional tasks. Rewards will be at the discretion of the iLembe District Municipality's Executive Committee.

## **10. Performance Reporting Deadlines**

Departmental performance reports are due monthly, for the previous month – 14 days after the end of the previous month.

Quarterly, Half-Year and Annual Departmental Performance Reports are subject to this deadline and must include by the same deadline – Portfolios of Evidence in support of performance information submitted.

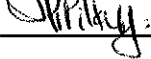
## **11. DEVELOPMENTAL REQUIREMENTS**

  
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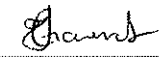
The Personal Development Plan (PDP) for addressing developmental gaps is as Annexure C.

SIGNED AT KwaDukuza ON THIS THE 22 DAY OF June 2015

**AS WITNESSES:**

1. 


  
THE MUNICIPALITY  
(Municipal Manager)

2. 

SIGNED AT KwaDukuza ON THIS THE 22 DAY OF JUNE 2015

**AS WITNESSES:**

1. H-N Khoza


  
THE EMPLOYEE  
(N Y Mathonsi)

2. 

**ANNEXURE A:**

SDBIP (compulsory)

**(Attached)**


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## DEPARTMENT: CORPORATE GOVERNANCE

DIRECTOR : YVONNE MATHONSI

NATIONAL KEY*	IDP OBJECTIVE	DEPARTMENTAL OBJECTIVE	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	UNIT OF MEASURE	BASIS	ANNUAL TARGET	BUDGET	1st QUARTER TARGET End Sept 2015	2nd QUARTER TARGET End Dec 2015	3rd QUARTER TARGET End March 2016	4th QUARTER TARGET End June 2016	WEIGHTINGS	RESPONSIBLE PERSON
	To preserve history and heritage	To promote Arts & Culture, Tourism and social cohesion nation building	Heritage celebrations	Number of heritage celebrations held	Number	5	5	R600,000	4	1	N/A	N/A	M	Director Corporate Governance / Manager Corporate Governance
	To ensure that the municipality's administration is governed by sound and effective values and principles as outlined in the Constitution of South Africa	To ensure quality reliable financial statements and management information	Preparation of an Annual Report	Adopted by deadline	Date	Approved by 7th January 2015	31 January 2016	R100,000	Consideration of information from departments	Draft Report	Approved report by 31 January 2016	N/A	H	Director Corporate Governance
	To promote accountability through public participation	Improve Communication between Lembed District and its communities	Community participation strategy	a) Submission of final draft concept to Exco for approval b) Implementation & evaluation of concept on Knowing your Government by deadline	Date	a) Listed with Department of Arts & Culture for input & support for programme b) New Measure	a) End Sept 2015 b) 30 June 2016	R3,750,000	a) Submission of final draft concept to Exco for approval b) Prepare service provider	a) N/A b) Implement concept in 2 LMS	a) N/A b) Implement concept in 2 LMS	a) N/A b) Evaluating effectiveness of the programme	M	Manager Communication
	To ensure that the municipality's administration is governed by sound and effective values and principles as outlined in the Constitution of South Africa	Effective public awareness on municipal business	Effective public awareness on municipal business through information dissemination	Number of Mayoral radio slots	Number	19	20		5 Mayoral interview	5 Mayoral interview	5 Mayoral interview	5 Mayoral interview	M	Manager Communication
	To ensure that the municipality's administration is governed by sound and effective values and principles as outlined in the Constitution of South Africa	Effective public awareness on municipal business	Effective public awareness on municipal business through information dissemination	a) Number of municipal newsletters b) Number of on-going advertorials in print media c) Turnaround time for media queries received responded to	Number	a) 2 b) 79 c) all responded within 36 hours from receipt	a) 4 b) 86 c) Within 36 hours from receipt		a) 1 b) 20 c) Within 36 hours from receipt	a) 1 b) 20 c) Within 36 hours from receipt	a) 1 b) 20 c) Within 36 hours from receipt	a) 1 b) 20 c) Within 36 hours from receipt	M	Manager Communication
	To ensure that the municipality's administration is governed by sound and effective values and principles as outlined in the Constitution of South Africa	To facilitate the deepening of democracy through ward committees and projects proposed through the public	Enhancement of public participation	a) Number of planned Public Participation meetings b) Percentage of public participation meeting requested that are held	Number	a) 39 b) 100%	a) 40 (c) b) 100%		a) 10 meetings b) 100%	a) 10 meetings b) 100%	a) 10 meetings b) 100%	a) 10 meetings b) 100%	H	Manager Communication
	To ensure that the municipality's administration is governed by sound and effective values and principles as outlined in the Constitution of South Africa	To facilitate coordination of within the District	Formulate intergovernmental Relations	Number of intergovernmental forums held within the District	Number	4	4	Salaries	1	1	1	1	M	Director Corporate Governance
	To ensure rapid and effective response in disaster incidents and disasters	Emergency Relief Aid	Emergency Relief Aid	Percentage of incidents responded to	Percentage	100%	100%	R877,000	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%	H	Manager Disaster Management
	To ensure that disaster-stricken communities exercise risk avoidance behaviour during all incidents & disasters	Awareness Campaigns	Awareness Campaigns	a) Number of planned awareness campaigns held b) Percentage of awareness campaigns requested that are held	Number	a) 28 b) 100%	a) 28 b) 100%	R 200,000	a) 6 b) 100%	a) 6 b) 100%	a) 10 b) 100%	a) 6 b) 100%	M	Manager Disaster Management
	To create resilient and proactive communities by rolling out the disaster risk management capacity building programme	Capacity Building Programmes	Capacity Building Programmes	a) Number of planned capacity building sessions held b) Percentage of capacity building sessions requested that are held	Number	a) 18 b) 100%	a) 18 b) 100%	R 200,000	a) 4 b) 100%	a) 4 b) 100%	a) 6 b) 100%	a) 4 b) 100%	M	Manager Disaster Management
	To ensure a fully functional communication and call centre system where all queries are logged and monitored	Disaster Management Communication System	Disaster Management Communication System	a) Fully functional communication system by deadline b) Usage of mobile devices to assess & monitor incidents/disasters to be fully operational by deadline	Date	Training done, Rollout & testing not done	a) End June 2016 b) End June 2016	Salaries	a) Rollout & testing of the disaster management communication system b) Usage of mobile devices to assess & monitor incidents/disasters	a) Training of disaster management & call centre staff & roll out of communication system for functionality b) Usage of mobile devices to assess & monitor incidents/disasters	a) Ongoing training of disaster management & call centre staff & roll out of communication system for functionality b) Usage of mobile devices to assess & monitor incidents/disasters	a) Fully functional communication system with logging of all queries on the system & roll out of disaster management & call centre staff & roll out of communication system for functionality b) Usage of mobile devices to assess & monitor incidents/disasters	M	Manager Disaster Management
	To ensure that there is effective implementation of disaster risk reduction programmes aimed at prevention and mitigation against	District Disaster Management Advisory Forums	District Disaster Management Advisory Forums	Number of District Disaster Management Advisory Forums held	Number	New Measure	4	Salaries	1	1	1	1	M	Manager Disaster Management
	To ensure that there is effective implementation of disaster risk reduction programmes aimed at prevention and mitigation against	Disaster Risk Reduction	Disaster Risk Reduction	a) Finalisation and submission of draft level 3 plan to Exco for approval by deadline b) Review of Disaster Management Plan by deadline	Date	a) Draft Level 2 Plan b) Draft Level 3 Plan c) In process of developing draft level 3 plan	a) End September 2015 b) End June 2016	R 500,000	a) Engagement & consultation with stakeholders on draft level 3 plan b) Submission to Exco for approval c) N/A	a) N/A b) Conducting Ward Based Risk Assessment (WBRA) risk profile on hazard, vulnerabilities and capacities for all areas within the district)	a) N/A b) Presenting findings, conducting site visits and assessments based on the Ward Based Risk Assessments conducted.	a) N/A b) Establish processes for comprehensive disaster risk assessment, based on the assessment and findings of the Ward Based Risk Assessment of Disaster Risk Reduction Projects based on prioritised risks. District Disaster Management Plan reviewed & aligned to the municipal Integrated Development Plan & Spatial Development Framework c) Reviewed draft disaster management plan	M	Manager Disaster Management
	To improve the quality of life within the district	World Aids week	World Aids week	Commemorate World Aids week and submit case report by deadline	Date	Dec 2014 Report completed & submitted	March 2016	R 300,000	N/A	Develop District concept document by end Nov and host world aids day event by 1st Dec 2015	Close out report on event submitted to Office of the Premier	N/A	M	Manager Corporate Governance

NATIONAL (KPA) 5	IDP OBJECTIVE	DEPARTMENTAL OBJECTIVE	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	UNIT OF MEASURE	BASISLINE	ANNUAL TARGET	BUDGET	1st QUARTER TARGET End Sep 2015	2nd QUARTER TARGET End Dec 2015	3RD QUARTER TARGET End March 2016	4TH QUARTER TARGET End June 2016	WEIGHTINGS	RESPONSIBLE PERSON
GOOD GOVERNANCE & DEMO	To improve the quality of life within the district	To determine prevalence rates & status	District Aps Council	a) Number of DAC meetings held b) Number of reports prepared & submitted to the office of the Premier c) Number of reports prepared & submitted to the office of the Premier	Number	a) New Measure b) New Measure	a) 4 b) 4		a) 1 b) 1	a) 1 b) 1	a) 1 b) 1	a) 1 b) 1	M	Manager Corporate Governance
		To mobilise communities against social impacts of HIV/AIDS	HIV/AIDS awareness	Number of HIV/AIDS awareness campaigns held	Number	8	10		2	2	4	2	M	Manager Corporate Governance
	To harness the potential of young people to enable them to play a meaningful role in society	To consolidate supply about the impact of patriarchal policies	Implementation of gender programmes	a) Number of programmes implemented b) Number of youth plan c) Number of youth plan d) Number of youth plan	Number	a) 10 b) 100%	a) 20 b) 100%	R 400,000	a) 11 b) 100%	a) 2 b) 100%	a) 11 b) 100%	a) 3 b) 100%	M	Manager Corporate Governance
		To harness the potential of young people to enable them to play a meaningful role in society	Implementation of youth programmes	a) Number of programmes implemented b) Number of youth plan c) Number of youth plan d) Number of youth plan	Number	a) 24 b) 75 c) 100%	a) 20 b) 100%	R 600,000	a) 11 b) 100%	a) 3 b) 100%	a) 11 b) 100%	a) 3 b) 100%	M	Manager Corporate Governance
		To harness the potential of young people to enable them to play a meaningful role in society	Implementation of Operation Sukuma Sakhe	Number of interventions hosted in all LMS by deadline	Number	21	22	R 400,000	7	5	5	5	M	Manager Corporate Governance
		To achieve a clean audit opinion	Ensure adequate financial and administration management	Compliance with MFMA and clean audit management report	Number	0	0	Salaries	0	0	0	0	H	Director Corporate Governance
FINANCIAL VIABILITY AND MANAGEMENT	To procure quality goods and services in a cost effective, transparent, competitive, equitable and efficient manner within policy framework	Ensure adequate financial and administration management	Compliance with MFMA and clean audit management	Percentage reduction in the number of AG findings requiring action plans	Percentage	10% reduction	10% reduction	Salaries	N/A	N/A	10%	N/A	H	Director Corporate Governance
		Contract Management	Management of service providers	Number of monthly reports on performance of service providers submitted to SCM by the 7th	Number	2 Quarterly reports & 3 Monthly reports	12	Salaries	3	3	3	3	H	Director Corporate Governance
	To ensure sound and credible general financial management principles	Expenditure management	Operational expenditure monitoring	Percentage of operational expenditure [Actual operating expenditure/Budgeted operating expenditure x 100]	Percentage	57%	100%	Salaries	25%	50%	75%	100%	H	Director Corporate Governance
		Expenditure management	Compliance monitoring - Corporate Governance Department (Pg 16 of MFMA Circular 71)	Percentage of operational expenditure [Actual operating expenditure/Budgeted operating expenditure x 100]	Percentage	10%	0%	Salaries	0%	0%	0%	0%	H	Director Corporate Governance
	To implement and maintain compliant, effective and efficient enterprise risk management systems & processes	To ensure effective Risk management	Risk management	a) Number of risk registers updated and submitted by deadline b) Number of updated risk registers submitted c) Number of risk management committee meetings attended	Number	a) 9 b) 4 c) 3	a) 12 b) 12 c) 4	3 a) 3 b) 3 c) 1	a) 3 b) 3 c) 1	a) 3 b) 3 c) 1	a) 3 b) 3 c) 1	a) 3 b) 3 c) 1	H	Director Corporate Governance
		Budget and monitoring of performance against predetermined objectives	Clean administration	Performance Report with accurate & complete PCs submitted by deadline monthly and quarterly	Date	14th day of each month	14th day of each month	Salaries	14th day of each month	14th day of each month	14th day of each month	14th day of each month	M	Director Corporate Governance
	To ensure sound and credible general financial management principles	People management	Performance Reviews	Number of performance reviews of employees performed quarterly	Number	3	4	Salaries	1	1	1	1	L	Director Corporate Governance
		People management	Performance Reviews	Number of performance reviews of employees performed quarterly	Number	3	4	Salaries	1	1	1	1	L	Director Corporate Governance

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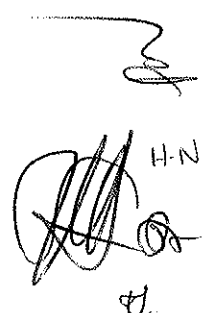

## ANNEXURE B:

### Achievement Levels

The achievement levels indicated in the table below serve as a benchmark for appointments, succession planning and development interventions.

- Individuals falling within the Basic range are deemed unsuitable for the role of senior manager, and caution should be applied in promoting and appointing such persons.
- Individuals that operate in the Superior range are deemed highly competent and demonstrate an exceptional level of practical knowledge, attitude and quality. These individuals should be considered for higher positions, and should be earmarked for leadership programs and succession planning.


Achievement Levels	Description
Basic	Applies basic concepts, methods and understanding of local government operations, but requires supervision and development intervention
Competent	Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analyses.
Advanced	Develops and applies complex concepts, methods and understanding. Effectively directs and leads a group and executes in-depth analyses.
Superior	Has a comprehensive understanding of local government operations, critical in shaping strategic direction and change, develops and applies comprehensive concepts and methods.



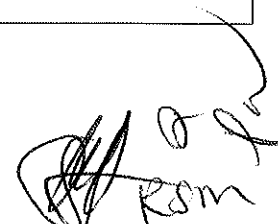
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## Competency Descriptions

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



  
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Cluster	Leading Competencies		
Competency Name	People Management		
Competency Definition	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: none"><li>• Participate in team goal-setting and problem solving</li><li>• Interact and collaborate with people of diverse backgrounds</li><li>• Aware of guidelines for employee development, but requires support in implementing development initiatives</li></ul>	<ul style="list-style-type: none"><li>• Seek opportunities to increase team contribution 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 and constructive feedback to the team</li><li>• Achieve agreement or consensus in adversarial environment</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 to human capital development and management</li><li>• Actively identify trends and predict capacity requirements to facilitate unified transition and performance management</li></ul>

  
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Cluster	Leading Competencies		
Competency Name	Program and Project Management		
Competency Definition	Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: none"><li>• Initiate projects after approval from higher authorities</li><li>• Understand procedures of program and project management methodology, 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 risks 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>• Identity and apply contemporary project 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 projects outcomes</li><li>• Direct a comprehensive strategic macro and analysis and scope project accordingly to realise institutional objectives</li><li>• Consider and initiate project focus on achievement of 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 needed</li></ul>

  
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Cluster	Leading Competencies		
Competency Name	Financial Management		
Competency Definition	Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: none"><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 asset control</li></ul>	<ul style="list-style-type: none"><li>• Exhibit knowledge of genera 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 report based on specified formats</li><li>• Consider and understand the financial Implications of decision 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 system 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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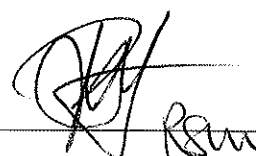
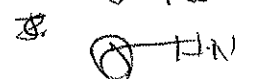

Cluster	Leading Competencies		
Competency Name	Change Leadership		
Competency Definition	Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: none"><li>• Display an awareness of change interventions, and the benefits of transformation initiatives</li><li>• Able to identify basic needs for change</li><li>• Identify gaps between the current and desired state</li><li>• Identify potential risk and challenges to transformation, including resistance to change factors</li><li>• Participate in change programs and piloting change interventions</li><li>• Understand the impact of change interventions on the institution within the broader scope of local government</li></ul>	<ul style="list-style-type: none"><li>• Perform an analysis of the change impact on the social, political and economic environment</li><li>• Maintain calm and focus during change</li><li>• Able to assist team members during change and keep them focus 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 for 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 result and convey progress to the relevant stakeholders</li><li>• Secure buy- in and sponsorship for change initiative</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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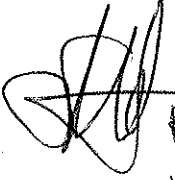

Cluster	Leading Competencies		
Competency Name	Governance Leadership		
Competency Definition	Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: none"><li>• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements</li><li>• Understand the structure of cooperative government but requires guidance on fostering workable relationship 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, drive the formulation of policies on a macro level</li></ul>

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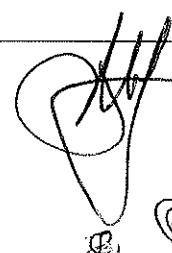
Cluster	Core Competencies		
Competency Name	Moral Competence		
Competency Definition	Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence		
ACHIEVEMENT LEVELS			
BASIC	COMPETENT	ADVANCED	SUPERIOR
<ul style="list-style-type: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


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

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


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

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



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


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

<b>Competency to be Addressed</b>	<b>Proposed Actions</b>	<b>Responsibility</b>	<b>Time-frame</b>	<b>Expected Outcome</b>
Public Administration		IDM		PHD in Public Administration



## **ANNEXURE D:**

### **PROCESS TO MANAGE POOR PERFORMANCE**

In the event that the employee consistently fails to meet his/her performance targets, over a minimum of two consecutive face-to-face quarterly performance appraisals, Schedule 8, Section 9 – of the Labour Relations Act: Code of Good Practice: Dismissal - shall be followed, together with the following guidelines.

#### **1. Prerequisites to Starting the Poor Performance and Incapacity Process**

- i. The onus lies with the Municipal Manager in the case of Section 56 Managers to ensure that the subordinate knows what is required.
- ii. Objectives/targets, Key performance Indicators and deadlines should be agreed with the Employer
- iii. The employee should be given appropriate training, coaching and instructions in order to be able to meet the required objectives
- iv. The employee must have the means/equipment to perform the required objectives and
- v. The employee must be given regular feedback on his/her performance.

#### **2. Formal Counselling Session**

- i. The employee's direct Manager/Senior is responsible for conducting any formal counselling sessions on poor performance. The counselling session is an opportunity to formally plan and agree on corrective action, to:
- ii. Identify why the employee is failing to meet the required performance standards/objectives
- iii. Agree on a plan to assist the employee in achieving the required standards/objectives and give the employee a fair opportunity to improve his/her performance
- iv. Make the employee aware of the potential consequences of not complying with performance requirements and
- v. Ensure that these meetings are documented (and co-signed off by both parties) so that procedural fairness can be proved in the event of any future disputes and/or additional disciplinary action being taken.

#### **3. Formal Disciplinary Process/Corrective Action**

- i. Should the employee, after a reasonable period for improvement, which shall not be less than three months nor more than six months, continue to perform unsatisfactorily, notwithstanding appropriate evaluation, instruction, guidance and/or counselling – formal disciplinary steps shall be implemented
- ii. A formal disciplinary committee hearing shall be held in accordance with the provisions in the Labour Relations Act , Number 42 Of 1996 (as amended) – the outcome of which may include a final written warning and finally dismissal as a last resort.

Handwritten signature and initials, possibly 'HN' and 'Jn', located at the bottom right of the page.