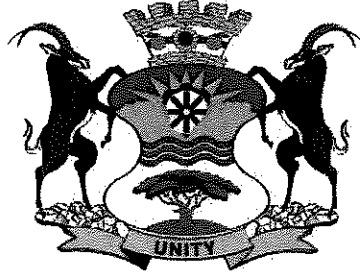


**RUSTENBURG LOCAL MUNICIPALITY**



**PERFORMANCE AGREEMENT**

**MADE AND ENTERED INTO BY AND BETWEEN:**

**THE RUSTENBURG LOCAL MUNICIPALITY  
REPRESENTED BY**

**Advocate Ashmar Khuduge**

**in his capacity as the Municipal Manager of  
Rustenburg Local Municipality  
(the "Employer")**

**and**

**Mr Tebogo Sehloho**

**in his capacity as the Director: Local Economic Development  
of Rustenburg Local Municipality  
(the "Employee")  
(Collectively referred to as the "Parties")**

**FOR THE FINANCIAL YEAR 2024/2025**

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

**PERFORMANCE AGREEMENT**

**ENTERED INTO BY AND BETWEEN:**

The Rustenburg local Municipality represented by **Advocate Ashmar Khuduge** in his capacity as Municipal Manager (hereinafter referred to as the Employer or Supervisor) and

**Mr Tebogo Sehloho** in his capacity as the Director: Local Economic Development (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 56 (1) (a) of the Local Government: Municipal Systems Act 32 of 2000 as amended. The employee is appointed on a permanent basis as Senior Manager directly accountable to the Municipal Manager. The Employer and the Employee are hereinafter referred to as "the Parties".
- 1.2. Section 57 (1) (a) 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) and 57(5) of the Systems Act.
- 1.5. In the agreement the following terms will have the meaning ascribed thereto:
  - a) **this agreement-** means the performance agreement between the Employer and Employee and the Annexures thereto;
  - b) **the Municipal Manager-** means the Municipal Manager of the Rustenburg Local Municipality appointed in terms Section 54A of the Local Government Municipal Systems Act;
  - c) **the Employee-** means the Senior Manager appointed in terms of Section 56 of the Systems Act;
  - d) **the Employer-** means Rustenburg Local Municipality; and
  - e) **the Parties-** means the Employer and Employee.

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

**2. PURPOSE OF THIS AGREEMENT**

The purpose of this Agreement is to –

- 2.1. comply with the provisions of Section 57(1) (b), (4A) and (5) of the Systems Act as well as the Contract of Employment 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 Budget and Implementation Plan (SDBIP) and the budget of the municipality.
- 2.3. specify accountabilities as set out in the Performance Plan (Annexure A);
- 2.4. monitor and measure performance against set targeted outputs;
- 2.5. use the Performance Agreement and Performance Plan as the basis for assessing the suitability of the Employee for employment and/or to assess whether the Employee has met the performance expectations applicable to his job;
- 2.6. appropriately reward the Employee in accordance with the Employer's performance management policy in the event of outstanding performance; and
- 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. Notwithstanding the date of signature hereto, this Agreement will commence on the **01 October 2024 to 30 June 2025** where after a new Performance Agreement, Performance Plan and Personal Development Plan shall be concluded between the parties for the next financial year or any portion thereof.
- 3.2. This Agreement will terminate on the termination of the Employee's contract of employment for any reason.
- 3.3. If at any stage during the validity of this Agreement the work environment alters to the extent that the contents of this Agreement are no longer appropriate, the contents must by mutual agreement between the parties, be revised.

**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

**4. PERFORMANCE OBJECTIVES**

- 4.1. The Performance Plan (Annexure A) sets out-
- a) the performance objectives and targets that must be met by the Employee; and
  - b) 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, Budget and Service Delivery, Budget and Implementation Plan of the Employer, and shall include key objectives; key performance indicators; target dates and weightings.
- 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 municipality.
- 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 Key Performance Areas (KPA's) (including special projects relevant to the employee's responsibilities) within the local government framework.
- 5.5. The criteria upon which the performance of the employee must be assessed consist of two components, both of which must be contained in the performance agreement. The employee must be assessed against both components, with a weighting of 80:20 allocated to the Key Performance Areas (KPA's) and the Core Competency Requirements (CCRs), respectively. Each area of assessment will be weighted and will contribute a specific part to

**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

the total score. 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 or her performance in terms of the outputs/outcomes (performance indicators) identified as per the performance plan which are linked to the KPA's, which constitute 80% of the overall assessment result as per the weightings agreed to between the employer and employee.

| KEY PERFORMANCE AREAS                                  | WEIGHTING |
|--------------------------------------------------------|-----------|
| Basic Service Delivery                                 | 0%        |
| Local Economic Development                             | 84%       |
| Municipal Financial Viability                          | 4%        |
| Municipal Institutional Development and Transformation | 2%        |
| Good Governance and Public Participation               | 10%       |
| Spatial Rationale                                      | 0%        |
| 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.

## **6. COMPETENCY FRAMEWORK**

- 6.1. A person appointed as a senior manager must have the competencies as set out in this framework. Focus must also be placed on the following key factors:
- a) Critical leading competencies that drive the strategic intent and direction of local government;
  - b) Core competencies which senior managers are expected to possess, and which drive the execution of the leading competencies; and
  - c) The eight Batho Pele principles.
- 6.2. The competency framework consists of **six leading competencies** which comprise of twenty (20) driving competencies that communicate what is expected for effective performance in local government.
- 6.3. The competency framework further involves **six core competencies** that act as drivers to ensure that the leading competencies are executed at an optimal level.

**Performance Agreement for the Director: Local Economic Development for the  
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6.4. Competency Framework Structure

6.4.1. The competencies that appear in the competency framework are detailed below:

| <b>CRITICAL LEADING COMPETENCIES</b> |                                                                                                                                                                                                                   |               |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Six (6) Leading Competencies</b>  | <b>Twenty (20) driving competencies</b>                                                                                                                                                                           | <b>Weight</b> |
| 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>         | 10%           |
| 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> | 10%           |
| 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>               | 10%           |
| 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>                                        | 10%           |
| Change Management                    | <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>                                       | 5%            |
| 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>SIX (6) CORE COMPETENCIES</b>     |                                                                                                                                                                                                                   |               |
| Moral Competence                     |                                                                                                                                                                                                                   | 5%            |
| Planning and Organising              |                                                                                                                                                                                                                   | 10%           |
| Analysis and Innovation              |                                                                                                                                                                                                                   | 10%           |
| Knowledge and Information Management |                                                                                                                                                                                                                   | 10%           |
| Communication                        |                                                                                                                                                                                                                   | 5%            |
| Results and Quality Focus            |                                                                                                                                                                                                                   | 5%            |
| <b>Total</b>                         |                                                                                                                                                                                                                   | <b>100%</b>   |

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

**7. PERFORMANCE ASSESSMENT**

- 7.1. The Performance Plan (Annexure A) to this Agreement sets out
- 7.1.1. The standards and procedures for evaluating the Employee's performance;  
and
- 7.1.2. The intervals for the evaluation of the Employee's performance;
- 7.2. Despite the establishment of agreed intervals for evaluation, the **Employer** may in addition review the **Employee's** performance at any stage while the contract of employment remains in force;
- 7.3. 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;
- 7.4. The **Employee's** performance will be measured in terms of contributions to the strategic objectives and strategies set out in the **Employer's** IDP.
- 7.5. The Annual performance appraisal will involve:
- 7.5.1. 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) Values are supplied for KPI's and Activities under each KPA as part of the Institutional Assessment. Based on the Target for an activity or KPI, over or under performance are calculated and converted to the 1-5-point scale automatically. These scores are carried over to the applicable employee's performance plan. During assessment, the employee has a chance to submit evidence of performance for appropriate rating
  - c) The assessment of the performance of the Employee is therefore based on the following rating scale for KPIs and subsequent Leading Competencies and Core Competencies:

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**Performance Agreement for the Director: Local Economic Development for the  
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| Level | Rating    | Terminology                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------|-----------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | 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 Performance Agreements and Performance Plan.                                                                                                                                                                                     |
| 2     |           | Not Fully Effective                          | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performances criteria and indicators as specified in the Performance Agreements 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 Performance Agreements 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. |

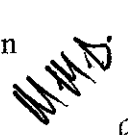
7.5.2. The Employee will submit her self-evaluation to the Employer prior to the formal assessment with the Panel; and

7.5.3. An overall score will be calculated based on the total of the individual scores calculated above.

7.5.4. Assessment of the Leading Competencies and Core Competencies:

7.5.5. There is no hierarchical connotation to the structure and all competencies are essential to the role of a senior manager to influence high performance.

7.5.6. All competencies must therefore be considered as measurable and critical in assessing the level of a senior manager's performance.

  
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**Performance Agreement for the Director: Local Economic Development for the  
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7.5.7. The competency framework is underscored by four (4) achievement levels that act as benchmark and minimum requirements for other human capital interventions, which are, recruitment and selection, learning and development, succession and planning, and promotion.

7.5.8. Achievement Levels

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

7.5.8.2. 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.

7.5.8.3. 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 1            | Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention                                       |
| Competent 2        | Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analyses                               |
| Advanced 3         | Develops and applies complex concepts, methods and understanding. Effectively directs and leads group and executes in-depth analyses                                           |
| Superior 4         | Has a comprehensive understanding of local government operations, critical in shaping strategic direction and change, develops and applies comprehensive concepts and methods. |

7.6. Performance Assessment Panel

7.6.1. For purpose of evaluating the annual performance of managers directly accountable to the municipal managers, an evaluation panel constituted of the following persons must be established:

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

- a) Municipal Manager;
- b) Chairperson of the Performance Audit Committee (PAC) or the Audit Committee (AC) in the absence of a Performance Audit Committee
- c) Member of the Mayoral or Executive Committee or in respect of a plenary type of municipality, another member of Council.
- d) Municipal Manager from another municipality; and
- e) The Manager responsible for Human Resources of the municipality must provide Secretariat services to the evaluation panels.

**8. SCHEDULE FOR PERFORMANCE REVIEWS**

- 8.1. The performance of each employee in relation to his/her performance agreement must be reviewed on the following dates with the understanding that reviews in the first and third quarter may be verbal if performance is satisfactory:

|                                            |                                                  |
|--------------------------------------------|--------------------------------------------------|
| 1 <sup>st</sup> quarter:                   | Not later than end of the third week of October. |
| 2 <sup>nd</sup> quarter:                   | Not later than end of the third week of January. |
| 3 <sup>rd</sup> quarter:                   | Not later than end of the third week of April.   |
| 4 <sup>th</sup> quarter and annual review: | Third week of August                             |

- 8.2. The Employer shall keep a record of the mid-year review and annual assessment meetings.
- 8.3. Performance feedback must be based on the Employer's assessment of the Employee's performance.
- 8.4. The Employer will be entitled to review and make reasonable changes to the provisions of **Annexure A** from time to time for operational reasons on agreement between both parties.
- 8.5. The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and/or amended on agreement with both parties.

**9. DEVELOPMENTAL REQUIREMENTS**

- 9.1. The Personal Development Plan (PDP) for addressing developmental gaps must form part of the performance agreement and will not be affected by the amendment.

**Performance Agreement for the Director: Local Economic Development for the  
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**10. OBLIGATION OF THE EMPLOYER**

10.1. The Employer must –

- a) Create an enabling environment to facilitate effective performance by the employee;
- b) Provide access to skills development and capacity building opportunities;
- c) Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- d) 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
- e) 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.

**11. CONSULTATION**

11.1. The Employer agrees to consult the Employee timeously where the exercising of the powers will have amongst others –

- a) A direct effect on the performance of any of the Employee's functions;
- b) Commit the Employee to implement or to give effect to a decision made by the Employer; and
- c) A substantial financial effect on the Employer.

11.2. The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 11.1 above, as soon as is practicable to enable the Employee to take any necessary action without delay.

**12. MANAGEMENT OF EVALUATION OUTCOMES**

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

12.2. A performance bonus of 5% to 14% of the all-inclusive annual remuneration package shall be payable to the Employee in recognition of performance, in determining the performance bonus the relevant percentage is based on the

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

overall rating, calculated by using the applicable assessment-rating calculator.

The performance bonus will be awarded based on the following scheme:

| No | Final Score     | Per cent Performance Bonus |
|----|-----------------|----------------------------|
|    | Below 130%      | 0%                         |
| 1  | 130.0%          | 5.0%                       |
| 2  | 131.0% -135.0%  | 6.0%                       |
| 3  | 136.0% -140.0%  | 7.0%                       |
| 4  | 141.0% - 145,0% | 8.0%                       |
| 5  | 146.0% - 149.0% | 9.0%                       |
| 6  | 150.0% -154.0%  | 10.0%                      |
| 7  | 155.0% - 159.0% | 11.0%                      |
| 8  | 160.0% - 164.0% | 12.0%                      |
| 9  | 165.0% - 169.0% | 13.0%                      |
| 10 | Above 169%      | 14.0%                      |

12.3. In the case of unacceptable and/or poor performance, the Employer shall –

- a) provide systematic remedial or developmental support to assist the Employee to improve his or her performance; and
- b) after appropriate performance counselling and having provided the necessary guidance and/ or support as well as reasonable time for improvement in performance, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his or her duties.

### **13. DISPUTE RESOLUTION**

13.1. Any disputes about the nature of the employee's performance agreement, whether it relates to key responsibilities, priorities, methods of assessment and/ or salary increment in the agreement, must be mediated by –

- a) In the case of the municipal manager, the MEC for Local Government in the province within thirty (30) days of receipt of a formal dispute from the employee, or any other person designated by the MEC. whose decision shall be final and binding on both parties.

13.2. Any disputes about the outcome of the employee's performance evaluation, must be mediated by –

- a) 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),

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**Performance Agreement for the Director: Local Economic Development for the  
period 01 October 2024 – 30 June 2025**

within thirty (30) days of receipt of a formal dispute from the  
employee; whose decision shall be final and binding on both parties.

**14. GENERAL**

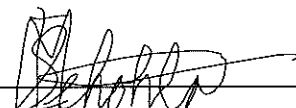
- 14.1. The contents of this performance agreement must be made available to the public by the Employer;
- 14.2. Nothing in this agreement diminishes the obligation, duties or accountabilities of the Employee in terms of his or her contract of employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

**15. SIGNATORIES**

Signed at **RUSTENBURG** on this **25<sup>th</sup>** day of **November 2024**.

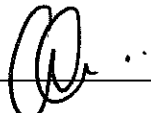
**AS WITNESSES:**

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

  
\_\_\_\_\_  
**MR TEBOGO SEHLOHO**  
**DIRECTOR: LOCAL ECONOMIC DEVELOPMENT**

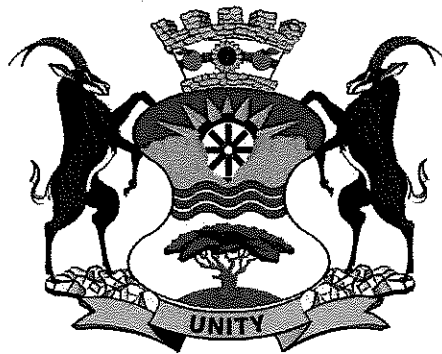
Signed at RUSTENBURG on this 26 day of November 2024.

**AS WITNESSES:**

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

\_\_\_\_\_  
**ADVOCATE ASHMAR KHUDUGE**  
**MUNICIPAL MANAGER**

# **RUSTENBURG LOCAL MUNICIPALITY**



## **PERFORMANCE PLAN 2024/2025 FOR**

**Director: Local Economic Development  
Directorate**

*Handwritten signatures and initials:*  
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Handwritten initials: M.A.D. and A.R.

## 1. BACKGROUND

This Plan defines the council's expectations of the Director: Local Economic Development in accordance with the director: Local Economic Development's performance agreement to which this document is attached. Section 57(5) of the Municipal System Act and the Performance Regulations gazette in Notice No 805, published on 1 August 2006, which provides the performance objectives and targets must be on the key performance indicators set out from time to time in the Municipality's Integrated Development Plan and determined by the Mayor (as represented of Council).

There are of 5 parts to this plan:

1. A statement about the purpose of the position
2. Performance review procedure
3. Technical Scorecard detailing key performance areas (KPA's) and their related performance indicators, weightings and target dates
4. Competency Requirements
5. Consolidated scorecard (Performance Assessment Calculator)

## 2. DURATION AND CONDITIONS

2.1. The period of this **Performance Plan** is from 01 October 2024 to 30 June 2025.

2.2. There are no pre-and/or current Employment conditions attached to this Performance Plan

Signed and accepted by the **Director: Local Economic Development: TEBOGO SEHLOHO**.

  
Date: 25/11/2024

Signed by the **Municipal Manager** on behalf of Employer: **ADV. ASHMAR KHUDUGE**



Date: .....

### 3. POSITION PURPOSE

The Acting Director: Local Economic Development is required to:

- (i) Lead and direct the Directorate through effective strategies to fulfil the objects of local government provided for in the Constitution, 1996 and any other legislative framework that govern the local government
- (ii) Fostering relationships between the Municipal Council and its Social Partners with specific focus to the functional areas; and
- (iii) Creating an environment that defines the purpose and role of local government to involve people in shaping the future of communities

As the head of the Directorate of the municipality, the Director is responsible for and performs the following functions:

- (i) Good governance and public participation
- (ii) Sustainable infrastructure and basic service delivery
- (iii) Local economic development
- (iv) Municipal transformation and organisation development and;
- (v) Municipal financial viability and management

### 4. PERFORMANCE REVIEW PROCEDURE

1. A performance review will be held on a quarterly basis with a formal performance review bi-annually in December/January and in June/July after the financial year with the understanding that review in the first and third quarter may be verbal if performance is satisfactory
2. The Municipal Manager may request input from agendas, minutes and "customers" on the Director's performance throughout the review period. This may be done through discussion or by asking "customers" to complete a rating form to submit to the evaluation panel for consideration. Customers can comment on the Municipal Manager's performance since they have worked closely with him on some or all aspects of his job.
3. The Director to prepare for quarterly performance evaluation by providing a brief description of achievements, including the reference to evidence, supporting documentation, (documents, reports and/or resolutions with dates of submission) in the relevant column in section 4 (KPA) score card below). Achievement to be reported on cumulatively)
4. The Director to provide a rating for himself/herself for the final assessment against the agreed objectives in the column provided in the KPA scorecard.
5. The Director and Evaluation panel to meet to conduct formal performance rating and agree final scores. It may be necessary to have two meetings i.e. give the Director scores and allow him/her time to consider them before final agreement. In the event of disagreement, the evaluation panel has the final say with regard to the final score that is given.
6. The evaluation panel to provide ratings of the Municipal Manger's performance against agreed objectives as a result of portfolio of evidence and/or comments and customer input.
7. Initially the scoring should be recorded on the scorecard then transferred onto the consolidated score sheet
8. Any reasons for non-compliance should be recorded during the review session by keeping of minutes of the review session.
9. The assessment of the performance of the Director will be based on the following rating scale for KPA's:

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

10. Only those items relevant for the review period in question should be scored
11. The assessment of the performance of the Director on all Competencies will be based on the rating scale as reflected in section 4 of the performance plan.
12. The Municipal Manager and Director to prepare and agree on a personal development plan (PDP) for addressing developmental gaps.
13. The Municipal Manager and Director to set new objectives, targets, performance indicators, weighting and dates etc. for the following financial year.
14. Poor work performance will be dealt with in terms of regulation 32 (3) of the Performance gazetted in Notice No 805, Published on 1 August 2006.

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5. FUNCTIONAL ALIGNMENT OF THE INDIVIDUAL PERFORMANCE SCORECARD TO THE INTERGRATED DEVELOPMENT PLAN (IDP) OF THE ORGANISATION.

The integrated Development Plan (IDP) 2024/2025 of the Rustenburg Local municipality is aligned to the prescribed National Key Performance Areas, viz:

- 1) Basic Service delivery and Infrastructure Development
- 2) Local Economic Development
- 3) Municipal Financial Viability and Management
- 4) Good Governance and Public Participation
- 5) Municipal Institutional Development and Transformation
- 6) Spatial Rational

All Directorates within the Organisation are accountable for the successful of fulfilment of the IDP's specific programmes as espoused under each of the above National Key Performance Areas.

## 6. KEY PERFORMANCE AREA SCORECARD

## 6.1. Local Economic Development

| Key Focus Area/Goal                                 | Strategies                                                                           | Area/Locality (Mand/ Area) | KPI No. | Key Performance Indicator (KPI)                                                 | POE                                                                                                                                                          | Baseline 2023/24 | 2024/25 Annual Target | Requested Annual Budget 2024/25 R'000 | 2024/25 Performance Targets per Quarter |    |    |    | Weighting |
|-----------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------|---------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|---------------------------------------|-----------------------------------------|----|----|----|-----------|
|                                                     |                                                                                      |                            |         |                                                                                 |                                                                                                                                                              |                  |                       |                                       | Q1                                      | Q2 | Q3 | Q4 |           |
| GOAL 5:<br>A NEW<br>POST<br>MINING<br>WORLD<br>CITY | Review Policies                                                                      | All                        | 1       | Number of references completed for the development of LED Strategy by June 2025 | - Draft Terms of References Attendance registers (Internal Consultations- Invitation, Minutes) Final Draft TORs                                              | 1                | 1                     | R0                                    | -                                       | -  | -  | 1  | 5         |
|                                                     | Review Policies                                                                      | All                        | 2       | Number of reviewed and developed LED legislative documents                      | - Council/PFC Resolution and LED reviewed/developed documents                                                                                                | 1                | 1                     | R0                                    | -                                       | -  | -  | 1  | 8         |
|                                                     | Develop investment campaigns for implementation of investment and catalytic projects | All                        | 3       | Number of catalytic projects facilitated by end of June 2025                    | - Correspondence communication from interested Investor/ Developer/ Stakeholder or; Catalytic Projects Committee Report or; Directorate report on Investment | 1                | 1                     | R0                                    | -                                       | -  | -  | 1  | 5         |

2024/25 LED SCORECARD FOR THE PERIOD 01 OCTOBER 2024 – 30 JUNE 2025

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| Key Focus Area/Goal               | Strategies                                                                                                                                                                | Area/Locality (Mand/ Area) | KPI No | Key Performance Indicator (KPI)                                                               | POE                                                                                                                                                          | Baseline 2023/24 | 2024/25 Annual Target | Requested Annual Budget 2024/25 R'000 | 2024/25 Performance Targets per Quarter |    |    |    | Weighting |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|---------------------------------------|-----------------------------------------|----|----|----|-----------|
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       | Q1                                      | Q2 | Q3 | Q4 |           |
|                                   | Partnerships with key stakeholders to develop and promote tourism in Rustenburg                                                                                           | All                        | 4      | Number of tourism initiatives supported (tourism, heritage, arts & craft) by end of June 2025 | Facilitation.<br>- Report on Activities hosted or Attendance Register / Proof of Registration or Updated Events Calendar or Report on Tourism sector support | 9                | 10                    | R6 000 000                            | 2                                       | 3  | 3  | 2  | 15        |
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       |                                         |    |    |    |           |
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       |                                         |    |    |    |           |
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       |                                         |    |    |    |           |
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       |                                         |    |    |    |           |
| GOAL 6: A SMART, PROSPE ROUS CITY | Develop Policy and Programmes to support local green economy sector development Partnerships with key stakeholders to support development of rural and township economies | All                        | 5      | Number of green economy projects facilitated by end of June 2025                              | - Green economy Programme report                                                                                                                             | 1                | 1                     | R1 200 000                            | -                                       | -  | -  | 1  | 6         |
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       |                                         |    |    |    |           |
| GOAL 6: A SMART, PROSPE ROUS CITY | Partnership with key stakeholders for local contractor development, SMMEs and Cooperatives Business                                                                       | All                        | 6      | Number of SMMEs supported with business development by end of June 2025                       | - LED programmes Report or Attendance Register Stakeholder report                                                                                            | 150              | 300                   | R3 000 000                            | 30                                      | 35 | 35 | 50 | 25        |
|                                   |                                                                                                                                                                           |                            |        |                                                                                               |                                                                                                                                                              |                  |                       |                                       |                                         |    |    |    |           |





| Key Focus Area/Goal                               | Strategies                                                                   | Area/Locality (Ward/Area) | KPI No. | Key Performance Indicator (KPI)                                                                           | POE                                                                                    | Baseline 2023/24 | 2024/25 Annual Target | Requested Annual Budget 2024/25 R'000 | 2024/25 Performance Targets per Quarter |    |     |      | Weighting |
|---------------------------------------------------|------------------------------------------------------------------------------|---------------------------|---------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------|-----------------------|---------------------------------------|-----------------------------------------|----|-----|------|-----------|
|                                                   |                                                                              |                           |         |                                                                                                           |                                                                                        |                  |                       |                                       | Q1                                      | Q2 | Q3  | Q4   |           |
| Development Support; and Informal Trading Support |                                                                              |                           | 7       | Number of work opportunities created through LED programmes or initiatives by end of June 2025            | List of People employed with ID Numbers or Projects' Reports on Number of Jobs Created | 1500             | 100                   | R0                                    | -                                       | -  | -   | 100  | 5         |
|                                                   |                                                                              |                           | 8       | Number of farmers supported for agriculture development by end of June 2025                               | Technical Committee Report or Stakeholder Report or programme report                   | 21               | 30                    | R2m                                   | -                                       | 10 | -   | 20   | 15        |
|                                                   |                                                                              |                           | 9       | Percentage completion of renovation of Farmers Production Support Unit Phase 2 (FPSU) by end of June 2025 | Completion reports                                                                     | New              | 100%                  | R1 400 000                            | -                                       | -  | 50% | 100% | 2         |
| GOAL 6: A SMART, PROSPE                           | Partnerships with key stakeholders to support development and implementation | All                       | 10      | Number of partnerships established                                                                        | Council/ PFC Resolution Proposed Partnership or                                        | 2                | 2                     | R0                                    | -                                       | 1  | -   | 1    | 14        |

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| Key Focus Area/Goal | Strategies                               | Area/Locality (Ward/Area) | KPI No. | Key Performance Indicator (KPI)                                  | POE                                                                                 | Baseline 2023/24 | 2024/25 Annual Target | Requested Annual Budget 2024/25 R'000 | 2024/25 Performance Targets per Quarter |    |    |    | Weighting |
|---------------------|------------------------------------------|---------------------------|---------|------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------|-----------------------|---------------------------------------|-----------------------------------------|----|----|----|-----------|
|                     |                                          |                           |         |                                                                  |                                                                                     |                  |                       |                                       | Q1                                      | Q2 | Q3 | Q4 |           |
| ROUS CITY           | of local economic development programmes |                           |         | for Local Economic development Interventions by end of June 2025 | - Signed Partnership Agreement or Letters of Collaboration by Partners/ Stakeholder |                  |                       |                                       |                                         |    |    |    |           |

TOTAL WEIGHTING: = 85

## 6.2 Financial Viability and Management

| Key Focus Area/Goal                                                        | Strategies                        | Area/Locality (Ward/Area) | KPI No. | Key Performance Indicator                                                                   | Baseline 2023/24 | Portfolio of Evidence (POE)                                 | 2024/25 Annual Target | Annual Budget | 2024/25 Performance Targets per quarter |           |           |           | Weighting |   |
|----------------------------------------------------------------------------|-----------------------------------|---------------------------|---------|---------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------|-----------------------|---------------|-----------------------------------------|-----------|-----------|-----------|-----------|---|
|                                                                            |                                   |                           |         |                                                                                             |                  |                                                             |                       |               | Quarter 1                               | Quarter 2 | Quarter 3 | Quarter 4 |           |   |
| STRATEGIC OBJECTIVE: 1.1 Enhance Revenue/ Promote Financial sustainability |                                   |                           |         |                                                                                             |                  |                                                             |                       |               |                                         |           |           |           |           |   |
| GOAL 11: City of sustainable and efficient resource management             | Achieve positive financial ratios | Municipal Wide            | 11      | Percentage expenditure on the Directorate's approved operational budget by end of June 2025 | 75%              | - Certified budget spreadsheet by BTO or Directorate report | 60-65%                | R28 129 131   | -                                       | -         | -         | -         | 60%       | 1 |
| GOAL 11: City of sustainable and efficient resource management             | Achieve positive financial ratios | Municipal Wide            | 12      | Percentage of the Directorate's capital budget spent by end of June 2025                    | 50%              | - Certified budget spreadsheet by BTO or Directorate report | 60-65%                | R5 116 000    | -                                       | -         | -         | -         | 60%       | 1 |

|                                                                |                                   |                |    |                                               |     |   |                                                           |        |            |   |   |   |     |   |
|----------------------------------------------------------------|-----------------------------------|----------------|----|-----------------------------------------------|-----|---|-----------------------------------------------------------|--------|------------|---|---|---|-----|---|
| GOAL 11: City of sustainable and efficient resource management | Achieve positive financial ratios | Municipal Wide | 13 | % Collection of budgeted revenue by June 2025 | New | - | Certified budget spreadsheet by BTO or Directorate report | 60-65% | R1 087 000 | - | - | - | 65% | 1 |
| TOTAL WEIGHTING: 3                                             |                                   |                |    |                                               |     |   |                                                           |        |            |   |   |   |     |   |

### Drive optimal municipal institutional development, transformation and capacity building

| Key Focus Area/Goal                                     | Strategies                                                                   | Area/Localit y (Ward/Area) | KPI No. | Key Indicator                                                                          | Performance | Baseline 2023/24 | Portfolio Evidence (POE)                                                                          | 2024/25 Annual Target      | Annual Budget | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Weighting |
|---------------------------------------------------------|------------------------------------------------------------------------------|----------------------------|---------|----------------------------------------------------------------------------------------|-------------|------------------|---------------------------------------------------------------------------------------------------|----------------------------|---------------|-----------|-----------|-----------|-----------|-----------|
| STRATEGIC OBJECTIVE: 6.1 Achieve operational efficiency |                                                                              |                            |         |                                                                                        |             |                  |                                                                                                   |                            |               |           |           |           |           |           |
| An Efficient, Effective and Well Governed City          | Ensure efficient, effective, accountable, and transparent Governance Culture | Institutional              | 14      | Number of formal performance review sessions with direct reportees by end of June 2025 |             | 4                | Signed Operational Plans Attendance registers                                                     | 3 x formal review sessions | R0            | -         | 1         | 1         | 1         | 2         |
| An Efficient, Effective and Well Governed City          | Ensure inclusive and participatory integrated planning                       | Institutional              | 15      | Number of Directorate's risks mitigated by end of June 2025                            |             | 4                | Directorate Risk Register or Quarterly risk mitigation report or Risk meeting attendance register | 3                          | R0            | -         | 1         | 1         | 1         | 2         |
| An Efficient, Effective and Well Governed City          | Ensure inclusive and participatory integrated planning                       | Institutional              | 16      | % implementation of Directorate's PAAP by end of June 2025                             |             | New              | PAAP Register Directorate Report                                                                  | 100%                       | R0            | -         | 90%       | 90%       | 100%      | 2         |

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|                                                |                                                                                         |               |    |                                                                                |                              |                  |                                                                                        |      |    |   |      |      |                            |   |
|------------------------------------------------|-----------------------------------------------------------------------------------------|---------------|----|--------------------------------------------------------------------------------|------------------------------|------------------|----------------------------------------------------------------------------------------|------|----|---|------|------|----------------------------|---|
| An Efficient, Effective and Well Governed City | Inculcate a culture of quality performance                                              | Institutional | 17 | % of Directorate' 2024/25 Council Resolutions responded to by end of June 2025 | New                          | -                | Progress report on Council Resolutions responded or Council agenda                     | 80%  | R0 | - | 80%  | 80%  | 80%                        | 2 |
| An Efficient, Effective and Well Governed City | Inculcate a culture of quality performance                                              | Institutional | 18 | % Management and Monitoring of Directorate's contracts by end of June 2025     | 100%                         | -                | Signed Service Level Agreements or Project meeting reports / minutes or Project report | 100% | R0 | - | 100% | 100% | 100%                       | 2 |
|                                                | Drive optimal municipal institutional development, transformation and capacity building |               | 19 | Completed 2025/2026 procurement plan by 30 June 2025                           | Directorate Procurement Plan | Procurement plan | End of April 2025                                                                      | R0   | -  | - | -    | -    | Procurement plan submitted | 2 |
| TOTAL WEIGHTING: 12                            |                                                                                         |               |    |                                                                                |                              |                  |                                                                                        |      |    |   |      |      |                            |   |

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## 7. COMPETENCY REQUIREMENTS

## 7.1 Competency Description: CORE MANAGERIAL COMPETENCIES

| Cluster                                                                                                                                                                                                                                                                                                                                                                                          | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Weight |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 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 the institutional and departmental strategic objectives, but lacks ability to inspire others to achieve set mandate</li><li>Describe how specific tasks link to the institutional strategies but has limited influence in directing strategy</li><li>Has a basic understanding of institutional performance management, but lacks the</li></ul> | <ul style="list-style-type: none"><li>Give direction to a team in realizing the institution's strategic mandate and set objectives</li><li>Has a positive impact and influence on the morale, engagement and participation of team members</li><li>Develop actions plans to execute and guide strategy implementation</li><li>Assist in defining performance measures to monitor the progress and effectiveness of the institution</li></ul> | <ul style="list-style-type: none"><li>Evaluate all activities to determine value and alignment to strategic intent</li><li>Display in-depth knowledge and understanding of strategic planning</li><li>Align strategy and goals across all functional areas</li><li>Actively define performance measures to monitor the progress and effectiveness of the institution</li><li>Consistently challenge strategic plans to ensure relevance</li><li>Understand institutional structures and political factors, and the consequences of actions</li></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 an innovation displays a</li></ul> | 10     |

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| Cluster                                                                                                            | Leading Competencies                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                  | Weight |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 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                                                                                                                                                                                                                                                         |        |
| ability to integrate systems into a collective whole<br>• Demonstrate a basic understanding of key decision makers | • Displays and awareness of institutional structures and political factors<br>• Effectively communicate barriers to execution to relevant parties<br>• Provide guidance to all stakeholders in the achievement of the strategic mandate<br>• Understand the aim and objectives of the institution and relate it to own work | • Empower others to follow strategic direction and deal with complex situations<br>• Guide the institution through complex and ambiguous concern<br>• Use understanding of power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances | superior level of self-discipline and integrity in actions<br>• Integrate various systems into a collective whole to optimize institutional performance management<br>• Uses understanding of competing interests to manoeuvre successfully to a win/win outcome |        |

| Cluster                                                                                                                                                                                                                                                                                           | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Weight |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Competency Name                                                                                                                                                                                                                                                                                   | People Management <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| Competency Definition                                                                                                                                                                                                                                                                             | Effectively manage, inspire and encourage people, optimize talent and build nature relationships in order to achieve institutional objectives                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| BASIC                                                                                                                                                                                                                                                                                             | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10     |
| <ul style="list-style-type: none"><li>• Participate in team goal setting and problem solving</li><li>• Interact and collaborate with people of diverse backgrounds</li><li>• Aware of guidelines for employee development, but requires support in implementing development initiatives</li></ul> | <ul style="list-style-type: none"><li>• Seek opportunities to increase team contribution and responsibility</li><li>• Respect and support the diverse nature of others and be aware of the benefits of a diverse approach</li><li>• Effectively delegate tasks and empower others to increase contribution and execute functions optimally</li><li>• Apply relevant employee legislation fairly and consistently</li><li>• Facilitate team goal-setting and problem solving</li><li>• Effectively identify capacity requirements to fulfil the strategic mandate</li></ul> | <ul style="list-style-type: none"><li>• Identify ineffective team and work processes and recommend remedial interventions</li><li>• Recognize and reward effective and desired behaviour</li><li>• Provide mentoring and guidance to others in order to increase personal effectiveness</li><li>• Identify development and learning needs within the team</li><li>• Build a work environment conducive to sharing, innovation, ethical behaviour and professionalism</li><li>• Inspire a culture of performance excellence by giving positive and constructive feedback to the team</li><li>• Achieve agreement or consensus in adversarial environments</li><li>• Lead and unite diverse teams across divisions to achieve institutional objectives</li></ul> | <ul style="list-style-type: none"><li>• Develop and incorporate best practice people management processes, approaches and tools across the institution</li><li>• Foster a culture of discipline, responsibility and accountability</li><li>• Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution</li><li>• Develop comprehensive integrated strategies and approaches to human capital development and management</li><li>• Actively identify trends and predict capacity requirements to facilitate unified transition and performance management</li></ul> |        |

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| Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Weight |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Program and Project Management <sup>3</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10     |
| <ul style="list-style-type: none"><li>Initiate projects after approval from higher authorities</li><li>Understand procedures of program and project management methodology, implications and stakeholder involvement</li><li>Understand the rational of projects in relation to the institution's strategic objectives</li><li>Document and communicate factors and risk associated with own work</li><li>Use results and approaches of successful project implementation as guide</li></ul> | <ul style="list-style-type: none"><li>Establish broad stakeholder involvement and communicate the project status and key milestones</li><li>Define the roles and responsibilities of the project team and create clarity around expectations</li><li>Find a balance between project deadline and the quality of deliverables</li><li>Identify appropriate project resources to facilitate the effective completion of the deliverables</li><li>Comply with statutory requirements and apply policies in a consistent manner</li><li>Monitor progress and use of resources and make needed adjustments to timelines, steps, and resource allocation</li></ul> | <ul style="list-style-type: none"><li>Manage multiple programs and balance priorities and conflicts according to institutional goals</li><li>Apply effective risk management strategies through impact assessment and resource requirements</li><li>Modify project scope and budget when required without compromising the quality and objectives of the project</li><li>Involve top-level authorities and relevant stakeholders in seeking project buy-in</li><li>Identify and apply contemporary project management methodology</li><li>Influence and motivate project team to deliver exceptional results</li><li>Monitor policy implementation and apply procedures to manage risks</li></ul> | <ul style="list-style-type: none"><li>Understand and conceptualise the long-term implications of desired project outcomes</li><li>Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives</li><li>Consider and initiate projects that focus on achievement of the long-term objectives</li><li>Influence people in positions of authority to implement outcomes of projects</li><li>Lead and direct translation of policy into workable action plans</li><li>Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</li></ul> |        |

A.P.

M.M.D.

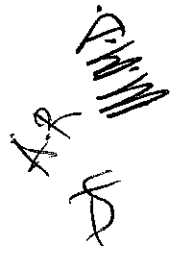
| Cluster                                                                                                                                                                                                                                                                                                                                                                                                           | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Weight |
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| Competency Name                                                                                                                                                                                                                                                                                                                                                                                                   | Financial Management <sup>4</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |
| Competency Definition                                                                                                                                                                                                                                                                                                                                                                                             | Able to compile, and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognized financial practices. Further to ensure that all financial transactions are managed in an ethical manner                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |
| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |
| BASIC                                                                                                                                                                                                                                                                                                                                                                                                             | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |
| <ul style="list-style-type: none"><li>Understand basic financial concepts and methods as they relate to institutional processes and activities</li><li>Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems</li><li>Understand the importance of financial accountability</li><li>Understand the importance of asset control</li></ul> | <ul style="list-style-type: none"><li>Exhibit knowledge of general financial concepts, planning, budgeting, and forecasting and how they interrelate</li><li>Assess, identify and manage financial risks</li><li>Assume a cost saving approach to financial management</li><li>Prepare financial reports based on specified formats</li><li>Consider and understand the financial implications of decisions and suggestions</li><li>Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and updated</li><li>Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget</li></ul> | <ul style="list-style-type: none"><li>Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within own responsibility</li><li>Prepare budgets that are aligned to the strategic objectives of the institution</li><li>Address complex budgeting and financial management concerns</li><li>Put systems and processes in place to enhance the quality and integrity of financial management practices</li><li>Advise on policies and procedures regarding asset control</li><li>Promote National Treasury's regulatory framework for Financial Management</li></ul> | <ul style="list-style-type: none"><li>Develop planning tools to assist in evaluating and monitoring future expenditure trends</li><li>Set budget frameworks for the institution</li><li>Set strategic direction for the institution on expenditure and other financial processes</li><li>Build and nurture partnerships to improve financial management and achieve financial savings</li><li>Actively identify and implement new methods to improve asset control</li><li>Display professionalism in dealing with financial data and processes</li></ul> | 10     |

A.P.

M.M.D.

S

| Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                 | Weight |
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| Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Change Leadership <sup>5</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |
| Competency Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |
| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |
| BASIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                        |        |
| <ul style="list-style-type: none"><li>• Display an awareness of change interventions, and the benefits of transformation initiatives</li><li>• Able to identify basic needs for change</li><li>• Identify gaps between the current and desired state</li><li>• Identify potential risk and challenges to transformation, including resistance to change factors</li><li>• Participate in change programs and piloting change interventions</li><li>• Understand the impact of change interventions on the institution within the broader scope of Local Government</li></ul> | <ul style="list-style-type: none"><li>• Perform an analysis of the change, impact on the social, political and economic environment</li><li>• Maintain calm and focus during change</li><li>• Able to assist team members during change and keep them focused on the deliverables</li><li>• Volunteer to lead change efforts outside of own work team</li><li>• Able to gain buy-in and approval for change from relevant stakeholders</li><li>• Identify change readiness levels and assist in resolving resistance to change factors</li><li>• Design change interventions that are aligned with the institution's strategic objectives and goals</li></ul> | <ul style="list-style-type: none"><li>• Actively monitor change impact and results and convey progress to relevant stakeholders</li><li>• Secure buy-in and sponsorship for change initiatives</li><li>• Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness</li><li>• Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change</li><li>• Take the lead in impactful change programs</li><li>• Benchmark change interventions against best change practices</li><li>• Understand the impact and psychology of change, and put remedial interventions in place to facilitate effective transformation</li><li>• Take calculated risk and seek new ideas from best practice scenarios, and identify the potential for implementation</li></ul> | <ul style="list-style-type: none"><li>• Sponsor change agents and create a network of change leaders who support the interventions</li><li>• Actively adapt current structures and processes to incorporate the change interventions</li><li>• Mentor and guide team members on the effect of change, resistance factors and how to integrate change.</li><li>• Motivate and inspire others around change initiatives</li></ul> | 5      |



| Cluster                                                                                                                                                                                                                                                                                                                                                                                   | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Weight |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Competency Name                                                                                                                                                                                                                                                                                                                                                                           | Governance Leadership <sup>6</sup>                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |
| 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 conceptualization of relevant policies and enhance cooperative governance relationships                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |
| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |
| BASIC                                                                                                                                                                                                                                                                                                                                                                                     | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                        | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |
| <ul style="list-style-type: none"><li>• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements</li><li>• Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders</li><li>• Provide input into policy formulation</li></ul> | <ul style="list-style-type: none"><li>• Display a thorough understanding of governance and risk and compliance factors and implement plans to address these</li><li>• Demonstrate understanding of the techniques and processes for optimizing 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, analyses and measure risk, create valid risk forecast, 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 an implement comprehensive risk management systems and processes</li><li>• Implement and monitor and formulation of policies, identify and analyses constraints and challenges with implementations 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 governance level to enhance the effectiveness of Local Government</li><li>• Able to shape, direct and drive the formulation of policies on a macro level</li></ul> | 10     |

A.R.M.W.D.

24

## a. Competency Description: CORE OCCUPATIONAL COMPETENCIES

| Cluster                                                                                                                                                                                                                                                                                                                                                              | Core Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                | Weight |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Competency Name                                                                                                                                                                                                                                                                                                                                                      | Moral Competence <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                |        |
| Competency Definition                                                                                                                                                                                                                                                                                                                                                | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviours 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 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 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 and activity of 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 recommendation 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>Take 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> | 5      |

A.R. *[Signature]*

*[Signature]*

| Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Core Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                 | Weight |
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| Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Planning and Organising <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                 |        |
| 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>• Measure 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 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 considering 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 initiative 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 objective</li></ul> | 10     |

AR P.W.M.

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| Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Core Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Weight |
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| Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Analysis and Innovation <sup>3</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |
| 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 recommendation</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>Plan an active role in sharing best practice solutions and engage in national and international local government seminars and conferences</li></ul> | 10     |




| Core Competencies                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cluster                                                                                                                                                                                                                                                                                                                                                                                     | Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                             | <b>Knowledge and Information Management<sup>4</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                             | <b>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</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                             | <b>ACHIEVEMENT LEVELS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>BASIC</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>COMPETENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>ADVANCED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Collect, categorise and track relevant information required for specific tasks and projects</li> <li>• Analyse and interpret information to draw conclusions</li> <li>• Seek new sources of information to increase the knowledge base</li> <li>• Regularly share information and knowledge with internal stakeholders and team members</li> </ul> | <ul style="list-style-type: none"> <li>• Use appropriate information systems and technology to manage institutional knowledge and information sharing</li> <li>• Evaluate data from various sources and use information effectively to influence decisions and provide solutions</li> <li>• Actively create mechanisms and structures for sharing of information</li> <li>• Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency</li> </ul> | <ul style="list-style-type: none"> <li>• Effectively predict future information and knowledge management requirements and systems</li> <li>• Develop standards and processes to meet future knowledge management needs</li> <li>• Share and promote best-practice knowledge management across various institutions</li> <li>• Establish accurate measures and monitoring systems for knowledge and information management</li> <li>• Create a culture conducive of learning and knowledge sharing</li> <li>• Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                             | <b>SUPERIOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                             | <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>• Recognize and exploit knowledge points in interactions with internal and external stakeholders</li> </ul>                                | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Cluster                                                                                                                                                                                                                                                                                                                                                                                        | Core Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency Name                                                                                                                                                                                                                                                                                                                                                                                | Communication <sup>5</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Demonstrate an understanding for communication levels 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>Adapts 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-structures 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>Valance 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> |
|                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <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>                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Core Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Results and Quality Focus <sup>6</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 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 standards</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 price 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> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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## 8. CONSOLIDATED SCORESHEET (PERFORMANCE ASSESSMENT CALCULATOR): DIRECTOR

In terms of Regulations 805 of 2006, the Employee will be scored on a ratio of 80% for Key Performance Areas (KPAs) and 20% for Core Competency Requirements (CCRs) It is also required that the KPAs relevant to the Employees Functions also be weighted in terms of importance out of a total of 100%, contributing to the 80% contribution to KPAs. It is also necessary to allocate weighting amongst KPI's and Projects where applicable. A Summary of total weightings are indicated below.

| Key Performance Areas (KPAs)                                                        | KPA Weightings | Assess Weightings | Weighted Score | Panel Score |
|-------------------------------------------------------------------------------------|----------------|-------------------|----------------|-------------|
| Basic Service and Infrastructure Development                                        | 0              |                   |                |             |
| Municipal Institutional Development and Transformation                              | 2              |                   |                |             |
| Local Economic Development (LED)                                                    | 85             |                   |                |             |
| Municipal Financial Viability and Management                                        | 3              |                   |                |             |
| Good Governance and Public Participation                                            | 10             |                   |                |             |
| Spatial Rationale                                                                   | 0              |                   |                |             |
| <b>Total KPAs = (KPAs Weighted Score/100%) x 80%</b>                                | <b>100</b>     |                   |                |             |
| <b>Total Core Competency Requirements (CCRs) = (CCRs Weighted Score/100%) x 20%</b> |                |                   |                |             |
| <b>TOTAL WEITGHTED SCORE (KPAs + CCRs)</b>                                          |                |                   |                |             |
| <b>TOTAL WEITGHTED SCORE CONVERTED TO % = (TOTAL WEIGHTED SCORE/3) x 100%</b>       |                |                   |                |             |

***N.B. The consolidated Performance Evaluation Results will be attached separately in the assessment report for the incumbent.***

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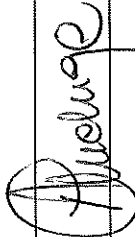
ANNEXURE B

PERSONAL DEVELOPMENT ACTION PLAN AFTER THE PERFORMANCE REVIEWS

After concluding the performance reviews for the Director, the outcome of the performance reviews influences the amendment of the Personal Development Action Plan. The personal growth and the development needs identified during the performance review session must be documented in the revised Personal Development Plan to accommodate the new needs as identified during the performance review discussions. The new Personal Development Plan shall amongst others include the actions agreed to and the implementation must take place within the set time frames. Below is the Personal Development Plan Action Plan.

| Skills Performance Gap  | Outcomes Expected  | Suggested Training / Development  | Suggested Mode of Delivery | Suggested Time Frames | Support Person                                           |
|-------------------------|--------------------|-----------------------------------|----------------------------|-----------------------|----------------------------------------------------------|
| MFMA/MFMP Certification | Minimum competency | MFMA/MFMP Certification programme | n/a                        | n/a                   | Directorate Corporate Support (Training and Development) |

SIGNATURES

| SIGNED AND ACCEPTED ON BEHALF OF THE EMPLOYER                                                    |  | SIGNED AND ACCEPTED BY THE EMPLOYEE                                                            |  |
|--------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------|--|
| NAME: MR TEREGO SEHLOHO                                                                          |  | NAME: ADV. ASHMAR KHUDUGE                                                                      |  |
| SIGNATURE:  |  | SIGNATURE:  |  |
| DATE: 25/11/2024                                                                                 |  | DATE:                                                                                          |  |

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