CAPE WINELANDS DISTRICT
MUNICIPALITY · MUNISIPALITEIT · UMASIPALA

PERFORMANCE AGREEMENT

MADE AND ENTERED into by and between

CAPE WINELANDS DISTRICT MUNICIPALITY

AS REPRESENTED BY THE EXECUTIVE MAYOR

HELENA VON SCHLICHT

(HEREIN REFFERED TO AS THE "EMPLOYER")

AND

MICHAEL MGAJO
MUNICIPAL MANAGER
(Identity Number: 63022 65462 089)

(HEREIN REFFERED TO AS THE "EMPLOYEE")

2/PREAMBLE

PREAMBLE

WHEREAS the Employer has entered into a Contract of Employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000);

AND WHEREAS section 57(1)(b) of the Act, read with the Contract of Employment concluded between the Parties, requires them to conclude an annual Performance Agreement;

AND WHEREAS the Parties wish to ensure that there is compliance with sections 57(4)(a), 57(4)(c), 57(4A) and 57(5) of the Act, 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;

NOW THEREFORE THE PARTIES AGREE AS FOLLOWS:

1. **DEFINITIONS**

1.1   "the Act" shall mean the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000);

1.2   "the Parties" shall mean the Employer and the Employee;

1.3   "KPA or KPA's" shall mean key performance area(s);

1.4   "KPI or KPI's" shall mean key performance indicator(s);

1.5   "competency framework" shall mean leading and core competencies as contained in regulation 3 of Annexure "A" of the Local Government: Regulations on Appointment and Conditions of Employment of Senior Managers;

3/1.6 "PA" ...

1.6   "PA" shall mean this Performance Agreement;

1.7   "PP" shall mean the Performance Plan attached as **Annexure "A"** to this Agreement, which shall be regarded as having been incorporated into the Agreement by reference;

1.8   "PDP" shall mean the Personal Development Plan attached as **Annexure "B"** to this Agreement, which shall be regarded as having been incorporated into the Agreement by reference; and

1.9   "Regulations" shall mean the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000): Local Government: Regulations on Appointment and Conditions of Employment of Senior Managers, 2014.

2.   PURPOSE OF AGREEMENT

The purpose of this Agreement is to –

2.1   comply with the provisions of section 57(1)(b), 57(4)(a), 57(4)(c), 57(4A) and 57(5) of the 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 and Budget Implementation Plan and the Budget of the Municipality;

2.3   specify accountabilities as set out in the PP, which forms **Annexure "A"** to this Agreement;

2.4   monitor and measure performance against set targeted outputs;

4/2.5 use ...

2.5 use the Agreement as the basis for assessing whether the Employee has met the performance expectations applicable to his/her job;

2.6 in the event of outstanding performance, to appropriately reward the Employee; and

2.7 give effect to the Employer's commitment to a performance-orientated relationship with its Employee in attaining equitable and improved service delivery.

3. COMMENCEMENT AND DURATION

3.1 This Agreement will commence on the **01 July 2017** and will remain in force until **30 June 2018**, where after a new PA, PP and PDP shall be concluded between the Parties for the next financial year or any portion thereof.

3.2 The Parties shall review the provisions of this Agreement during June each year.

3.3 The Parties will conclude a new PA, PP and/or PDP that replaces this Agreement at least once a year by not later than the beginning of each successive financial year.

3.4 This Agreement will terminate on the termination of the Employee's Contract of Employment for any reason.

3.5 The content of this Agreement may be revised at any time during the period specified in clause 3.1 above, to determine the applicability of the matters agreed upon.

3.6   If at any time during the validity of this Agreement the work environment alters (whether as a result of Government or Council decisions or otherwise) to the extent that the contents of this Agreement are no longer appropriate, the contents shall immediately be revised.

4.   PERFORMANCE OBJECTIVES

4.1   The PP sets out -

4.1.1   The performance objectives and targets that must be met by the Employee; and

4.1.2   The time frames within which those performance objectives and targets must be met.

4.2   The performance objectives and targets reflected in the PP are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan and the Budget of the Employer, and shall include key objectives, key performance indicators, target dates and weightings.

4.2.1   The key objectives describe the main tasks that need to be performed or executed.

4.2.2   The KPI's and means of verification provide the details of the evidence that must be provided to show that a key objective has been achieved.

4.2.3   The target dates describe the timeframe within which the work must be achieved.

6/4.2.4 The ...

4.2.4 The weightings show the relative importance of the key objectives to each other.

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

5. PERFORMANCE MANAGEMENT SYSTEM

5.1 The Employee agrees to participate in the performance management system of the Municipality, management and staff of the Employer.

5.2 The Employee accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the Municipality, management and staff to perform to the standards required.

5.3 The Employer shall 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 KPA's (including special projects relevant to the Employee's responsibilities) within the local government framework.

5.5 The criteria upon which the performance of the Employee shall be assessed, shall consist of two components, both of which shall be contained in the Agreement.

5.5.1 The Employee must be assessed against both components, with a weighting of 80:20 allocated to the KPA's and the competency framework respectively.

7/5.5.2 Each ...

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

5.5.3 KPA's covering the main areas of work will account for 80% (eighty percent) and competency framework will account for 20% (twenty percent) of the final assessment.

5.6 The Employee's assessment will be based on his/her performance in terms of the outputs/outcomes (KPI's) identified in the Performance Plan, which are linked to the KPA's, and will constitute 80% (eighty percent) of the overall assessment result as per the weightings agreed to between the Employer and Employee:

Key Performance Areas	Weighting
Municipal Institutional Development and Transformation	19%
Basic Service Delivery	16%
Local Economic Development (LED)	0%
Municipal Financial Viability and Management	8%
Good Governance and Public Participation	57%
Total	**100%**

5.7 The KPA's related to the functional area of the Employee shall be subject to negotiation between the municipal manager and the Employee.

5.8 The competency framework will make up the other 20% (twenty percent) of the Employee's assessment score.

5.9 Compulsory competencies are listed as follows:

8/COMPETENCIES

COMPETENCIES

The competencies required from employees prescribed in the Regulations on the appointment and conditions of employment of senior managers, R21 of 2014. The assessment of these competencies will account for **twenty percent** of the total employee assessment score.

Annexure C describes the different achievement levels for each Competency and should therefore form part of this section of the Performance Plan.

Competency	Definition	Weight
LEADING COMPETENCIES		
Strategic direction and leadership	Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate. It includes: • Impact and influence • Institutional performance management • Strategic planning and management • Organisational awareness	1.67
People management	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives. It includes: • Human capital planning and development • Diversity management • Employee relations management • Negotiation and dispute management	1.67
Programme and project management	Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives. It includes: • Program and project planning and implementation • Service delivery management • Program and project monitoring and evaluation	1.67
Financial management	Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner. It includes: • Budget planning and execution • Financial strategy and delivery • Financial reporting and delivery	1.67

Competency	Definition	Weight
	LEADING COMPETENCIES (continue)	
Change leadership	Able to direct and initiate transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community. It includes: • Change vision and strategy • Process design and improvement • Change impact monitoring and evaluation	1.67
Governance leadership	Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships. It includes: • Policy formulation • Risk and compliance management • Cooperative governance	1.67
	CORE COMPETENCIES	
Moral competence	Able to identify moral triggers, apply reasoning that promotes honesty and integrity and display behaviour that reflects moral competence.	1.67
Planning and organising	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.	1.67
Analysis and innovation	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.	1.67
Knowledge and information management	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	1.67
Communication	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.	1.67
Results and quality focus	Able to maintain high quality standards, focus on achieving results and objectives while consistency striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives.	1.67
	TOTAL	20

10/6. EVALUATING

6. EVALUATING PERFORMANCE

6.1 The PP attached as **Annexure "A"** to this Agreement, sets out –

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

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

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

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

6.4 The Employee's performance shall be measured in terms of contributions to the goals and strategies set out in the Employer's Integrated Development Plan.

6.5 The annual performance appraisal shall involve:

6.5.1 Assessment of the achievement of results as outlined in the PP

(a) Each KPA shall be assessed according to the extent to which the specified standards or KPI's have been met and with due regard to *ad hoc* tasks that had to be performed under the KPA's.

11/(b) An ...

(b)   An indicative rating on the 5 (five) point scale should be provided for each KPA.

(c)   The applicable assessment rating calculator (refer to clause 6.5.3 below) must be used to add the scores and calculate a final KPA score.

6.5.2   Assessment of the Competency Framework

(a)   Each competency should be assessed according to the extent to which the specified standards have been met.

(b)   An indicative rating on the 5 (five) point scale shall be provided for each competency.

(c)   This rating shall be multiplied by the weighting given to each competency during the contracting process to provide a score.

(d)   The applicable assessment rating calculator (refer to clause 6.5.1) shall be used to add the scores and calculate a final competency framework score.

6.5.3   Overall rating

An overall rating is calculated by using the applicable assessment-rating calculator, which shall represent the outcome of the performance appraisal.

(a)   The assessment of the performance of the Employee will be based on the following rating scale for KPA's and the competency framework:

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

13/(b) For ...

(b) For purposes of evaluating the annual performance of the Employee, an evaluation panel constituted of the following persons must be established -

    (i) Executive Mayor;

    (ii) Chairperson of the Performance Audit Committee or the Chairperson or designated performance management specialist of the Audit Committee in the absence of a Performance Audit Committee;

    (iii) Member of the Mayoral Committee;

    (iv) Member of a ward committee as nominated by the Executive Mayor; and

    (v) Municipal Manager from another Municipality.

(c) The manager responsible for human resources of the municipality must provide secretariat services to the evaluation panel referred to in sub-clause 6.5.3(b).

7. SCHEDULE FOR PERFORMANCE REVIEWS

7.1 The performance of the Employee in relation to his/her PA shall be reviewed on the following dates, with the understanding that the 1st (first) and 3rd (third) quarter review may be verbal if performance is satisfactory:

First quarter:	July – September	Before end October 2017
Second quarter:	November – December	Before end January 2018
Third quarter:	January – March	Before end April 2018
Fourth quarter:	April – June	Before end July 2018

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

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

14/7.4 The Employer …

7.4   The Employer shall be entitled to review and make reasonable changes to the provisions of the PP from time to time for operational reasons, subject thereto that the Employee shall be fully consulted before any such change is made.

7.5   The Employer may amend the provisions of the PP whenever a performance management system is adopted, implemented and/or amended by the Municipality, as the case may be, subject thereto that the Employee will be fully consulted before any such change is made.

8.   DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan for addressing developmental gaps, is attached as **Annexure "B"** and shall form part of this Agreement.

9.   OBLIGATIONS OF THE EMPLOYER

9.1   The Employer shall –

9.1.1   create an enabling environment to facilitate effective performance by the Employee;

9.1.2   provide access to skills development and capacity building opportunities;

9.1.3   work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;

9.1.4   on the request of the Employee, delegate such powers reasonably required by the Employee to enable him/her to meet the performance objectives and targets established in terms of this Agreement; and

15/9.1.4 make…

9.1.5   make available to the Employee such resources as the Employee may reasonably require from time to time to assist him/her to meet the performance objectives and targets established in terms of this Agreement.

10.   CONSULTATION

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

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

10.1.2   commit the Employee to implement or to give effect to (a) decision(s) taken by the Employer; and
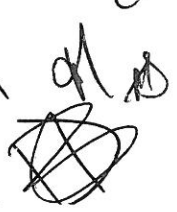
10.1.3   a substantial financial effect on the Employer.

10.2   The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 10.1 as soon as is practicable to enable the Employee to take any necessary action without delay.

11.   MANAGEMENT OF EVALUATION OUTCOMES

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

11.2   A performance bonus ranging from 5% (five percent) to 14% (fourteen percent) of the all-inclusive annual remuneration package may be paid to the Employee in recognition of outstanding performance, subject thereto that, in determining the performance bonus, the relevant percentage is based on the overall rating calculated by using the applicable assessment-rating calculator; provided that -

11.2.1   A score of 130% (one hundred and thirty percent) to 149% (one hundred and forty nine percent) is awarded a performance bonus ranging from 5% (five percent) to 9% (nine percent); and

11.2.2   A score of 150% (one hundred and fifty percent) and above is awarded a performance bonus ranging from 10% (ten percent) to 14% (fourteen percent).

11.3   In the case of unacceptable performance, the Employer shall provide systematic remedial or developmental support to assist the Employee to improve his/her performance; and

11.4   After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, and performance does not improve, the Employer may consider steps to terminate the contract of employment of the Employee on grounds of unfitness or incapacity to carry out his/ her duties.

12.   DISPUTE RESOLUTION

12.1   DISPUTES ON PERFORMANCE AGREEMENT

Any disputes about the nature of the Performance Agreement, whether it relates to key responsibilities, priorities, methods of assessment and/or any other matter provided for, shall be mediated by a member of the Municipal Council: Provided that such member was not part of the evaluation panel provided for in sub-regulation 27(4)(d) of the regulations, within 30 (thirty) days of receipt of a formal dispute from the Employee, whose decision shall be final and binding on both Parties.

17/12.2 DISPUTE ON…

12.2 DISPUTES ON OUTCOME OF PERFORMANCE EVALUATION

Any disputes about the outcome of the Employee's performance evaluation must be mediated by a member of the Municipal Council: Provided that such member was not part of the evaluation panel provided for in sub-regulation 27(4)(d), within 30 (thirty) days of receipt of a formal dispute from the Employee, whose decision shall be final and binding on both Parties.

13. GENERAL

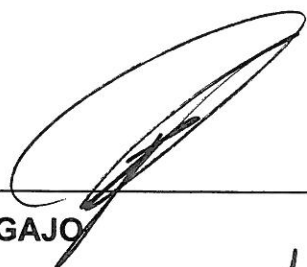13.1 The contents of this Agreement shall be made available to the public by the Employer.

13.2 Nothing in this Agreement diminishes the obligations, duties or accountabilities of the Employee in terms of his/her Contract of Employment, or the effects of existing or new regulations, circulars, policies, directives or other instruments.

13.3 The performance assessment results of the Employee shall be submitted to the Minister responsible for local government in the Province of the Western Cape as well as the National Minister for local government within 14 (fourteen) days after conclusion of the assessment.
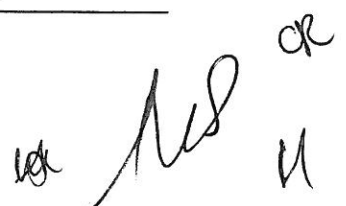
THUS DONE AND SIGNED AT ...Worcester...... ON THIS THE 16-th DAY OF ....June.. 2017 IN THE PRESENCE OF THE UNDERSIGNED WITNESSES:
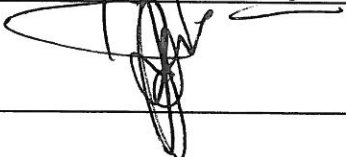
1. _____

2. _____

_____
M MGAJO

18.

THUS DONE AND SIGNED AT .....*Paal*..................... ON THIS THE ..7. DAY
OF ...*June*.... 2017 IN THE PRESENCE OF THE UNDERSIGNED WITNESSES:

1. _____

2. _____

H VON SCHLICHT

ANNEXURE A

2017/2018 Key Performance Indicators
MUNICIPAL MANAGER - M MGAJO

Nr	SO	PMS Ref No	National KPA	Key Performance Indicator (KPI)	Unit of measurement	Baseline	Quarterly Targets				Annual Target	Weight (%)
							Q1	Q2	Q3	Q4		
1	1		Basic Service Delivery	Manage and achieve 80% of the KPI's of the Executive Director: Community Development & Planning Services	80% of the KPI's of the directorate have been met as calculated	New KPI	80%	80%	80%	80%	80%	8
2	2		Basic Service Delivery	Manage and achieve 80% of the KPI's of the Executive Director: Technical Services	80% of the KPI's of the directorate have been met as calculated	New KPI	80%	80%	80%	80%	80%	8
3	3		Municipal Financial Viability and Management, Municipal Transformation and Institutional Development, Good governance and Public Participation	Manage and achieve 80% of the KPI's of the Executive Director: Financial & Strategic Support Services	80% of the KPI's of the directorate have been met as calculated	New KPI	80%	80%	80%	80%	80%	8
4	1 - 3		Good Governance and Public Participation	Manage and achieve 90% of the KPI's of IDP, Performance & Risk Management	90% of the KPI's of the sub directorate have been met as calculated	New KPI	90%	90%	90%	90%	90%	11
5	1 - 3		Good Governance and Public Participation	Manage and achieve 90% of the KPI's of Internal Audit	90% of the KPI's of the sub directorate have been met as calculated	New KPI	90%	90%	90%	90%	90%	11
6	1 - 3		Good Governance and Public Participation	Manage and achieve 90% of the KPI's of Communication Services	90% of the KPI's of the sub directorate have been met as calculated	New KPI	90%	90%	90%	90%	90%	11
7	1 - 3		Municipal Transformation and Institutional Development	Where applicable, maintain or improve the employment equity status by 30 June 2018, throughout the whole organisation, in line with the Municipality's approved employment equity plan	Number of people appointed throughout the whole organisation, as per approved employment equity plan	New KPI	0	0	0	1	1	6
8	1 - 3		Municipal Transformation and Institutional Development	Spend 90% of the approved training budget on implementing its workplace skills plan by 30 June 2018 ((Actual amount spent on training/total training budget)x100)	90% of the municipality's training budget actually spent on implementing its workplace skills plan	New KPI	0	0	0	95%	95%	5

Nr	SO	PMS Ref No	National KPA	Key Performance Indicator (KPI)	Unit of measurement	Baseline	Quarterly Targets				Annual Target	Weight (%)
							Q1	Q2	Q3	Q4		
9	1 - 3		Municipal Financial Viability and Management	The percentage of the municipality's capital budget actually spent by 30 June 2018 ((Actual amount spent on capital items/total capital budget)x100)	% of the municipality's capital budget actually spent on capital items as per budget	95%	0	0	0	95%	95%	8
10	1 - 3		Municipal Transformation and Institutional Development	Limit the vacancy rate to less than 10% of budgeted posts by 30 June 2018 ((Number of budgeted posts filled/Number of budgeted posts on the organogram)x100)	% Vacancy rate	New KPI	0	0	0	10%	10%	5
11	1 - 3		Good Governance and Public Participation	Co-ordinate the functioning of the FARMCO during the 2017/18 financial year	Number of meetings held	4	1	1	1	1	1	4
12	1 - 3		Good Governance and Public Participation	Co-ordinate the functioning of the Audit & Performance committee during the 2017/18 financial year	Number of meetings held	4	1	1	1	1	1	4
13	1 - 3		Good Governance and Public Participation	Improve inter-governmental relations within the district as well as with other districts by initiating the DCF Tech, DCF and Joint District meetings on a quarterly basis during the 2017/18 financial year.	Number of meetings initiated	New KPI	3	3	3	3	12	4
14	1 - 3		Good Governance and Public Participation	Hold quarterly meetings with the extended management team	Number of meetings held	4	1	1	1	1	1	4
15	1 - 3		Municipal Transformation and Institutional Development	All existing directorate staff (as required by the MFMA) enrolled to complete MMCL (by signing an SLA or confirmation from staff member that he/she will not enroll)	% compliance	New KPI	0	0	0	100%	100%	3

100

ANNEXURE B

PERSONAL DEVELOPMENT PLAN 2017/18: M MGAJO

Municipal Manager (Accounting Officer)

Date of Entry	Skill required / performance gap	Outcomes Expected (what will I achieve)	Suggested Training and / or activity and mode of delivery	Suggested Time Frames/ completion date	Work Opportunity Created to Practice Skill / Development Area	Support Person	Signature of Employee	Comments at next Review
1 July 2017	Improved MS Office skills (Word, Excel and Powerpoint)	Improved MS Office skills	External service provider - classroom sessions	30 June 2017	Cape Winelands District Municipality	CWDM HR Manager		

Competency Framework

Competency Descriptions

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

Cluster	Leading Competencies
Competency Name	People Management
Competency Definition	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives

ACHIEVEMENT LEVELS			
BASIC	**COMPETENT**	**ADVANCED**	**SUPERIOR**
• Participate in team goal-setting and problem solving • Interact and collaborate with people of diverse backgrounds • Aware of guidelines for employee development, but requires support in implementing development initiatives	• Seek opportunities to increase team contribution and responsibility • Respect and support the diverse nature of others and be aware of the benefits of a diverse approach • Effectively delegate tasks and empower others to increase contribution and execute functions optimally • Apply relevant employee legislation fairly and consistently • Facilitate team goal-setting and problem-solving • Effectively identify capacity requirements to fulfill the strategic mandate	• Identify ineffective team and work processes and recommend remedial interventions • Recognise and reward effective and desired behaviour • Provide mentoring and guidance to others in order to increase personal effectiveness • Identify development and learning needs within the team • Build a work environment conducive to sharing, innovation, ethical behaviour and professionalism • Inspire a culture of performance excellence by giving positive and constructive feedback to the team • Achieve agreement or consensus in adversarial environments • Lead and unite diverse teams across divisions to achieve institutional objectives	• Develop and incorporate best practice people management processes, approaches and tools across the institution • Foster a culture of discipline, responsibility and accountability • Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution • Develop comprehensive integrated strategies and approaches to human capital development and management • Actively identify trends and predict capacity requirements to facilitate unified transition and performance management

Cluster	Leading Competencies
Competency Name	Program and Project Management
Competency Definition	Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives

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

Cluster	Leading Competencies
Competency Name	Financial Management
Competency Definition	Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner

ACHIEVEMENT LEVELS

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

Cluster	Leading Competencies
Competency Name	Change Leadership
Competency Definition	Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community

ACHIEVEMENT LEVELS

BASIC	COMPETENT	ADVANCED	SUPERIOR
• Display an awareness of change interventions, and the benefits of transformation initiatives • Able to identify basic needs for change • Identify gaps between the current and desired state • Identify potential risk and challenges to transformation, including resistance to change factors • Participate in change programs and piloting change interventions • Understand the impact of change interventions on the institution within the broader scope of Llocal Ggovernment.	• Perform an analysis of the change impact on the social, political and economic environment • Maintain calm and focus during change • Able to assist team members during change and keep them focused on the deliverables • Volunteer to lead change efforts outside of own work team • Able to gain buy-in and approval for change from relevant stakeholders • Identify change readiness levels and assist in resolving resistance to change factors • Design change interventions that are aligned with the institution's strategic objectives and goals	• Actively monitor change impact and results and convey progress to relevant stakeholders • Secure buy-in and sponsorship for change initiatives • Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness • Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change • Take the lead in impactful change programs • Benchmark change interventions against best change practices • Understand the impact and psychology of change, and put remedial interventions in place to facilitate effective transformation • Take calculated risk and seek new ideas from best practice scenarios, and identify the potential for implementation	• Sponsor change agents and create a network of change leaders who support the interventions • Actively adapt current structures and processes to incorporate the change interventions • Mentor and guide team members on the effects of change, resistance factors and how to integrate change • Motivate and inspire others around change initiatives

Cluster	Leading Competencies
Competency Name	Governance Leadership
Competency Definition	Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships

ACHIEVEMENT LEVELS

BASIC	COMPETENT	ADVANCED	SUPERIOR
• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements • Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders • Provide input into policy formulation	• Display a thorough understanding of governance and risk and compliance factors and implement plans to address these • Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution • Actively drive policy formulation within the institution to ensure the achievement of objectives	• Able to link risk initiatives into key institutional objectives and drivers • Identify, analyse and measure risk, create valid risk forecasts, and map risk profiles • Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives • Demonstrate a thorough understanding of risk retention plans • Identify and implement comprehensive risk management systems and processes • Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement	• Demonstrate a high level of commitment in complying with governance requirements • Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework • Able to advise Local Government on risk management strategies, best practice interventions and compliance management • Able to forge positive relationships on cooperative governance level to enhance the effectiveness of Llocal government • Able to shape, direct and drive the formulation of policies on a macro level

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

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

Cluster	Core Competencies
Competency Name	Analysis and Innovation
Competency Definition	Able to critically analyse information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives

ACHIEVEMENT LEVELS

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

Cluster	Core Competencies
Competency Name	Knowledge and Information Management
Competency Definition	Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government

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

Cluster	Core Competencies
Competency Name	Communication
Competency Definition	Able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcome

ACHIEVEMENT LEVELS

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

Cluster	Core Competencies
Competency Name	Results and Quality Focus
Competency Definition	Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives

ACHIEVEMENT LEVELS

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