
Government Notices • GoewermentskennisGewinGs

DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS**NO. 890****20 September 2021****LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO. 32 OF 2000)****LOCAL GOVERNMENT: MUNICIPAL STAFF REGULATIONS**

I, **Nkosazana Clarice Dlamini Zuma**, Minister for Cooperative Governance and Traditional Affairs, hereby, under section 72, read with section 120 of the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000), make the Regulations in the Schedule.

NKOSAZANA CLARICE DLAMINI ZUMA, MP
MINISTER FOR COOPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

ANNEXURE A**LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR MAINSTREAM OCCUPATIONS AND CAREER STREAMS****Overview of the competency framework**

The competency framework is the enabling mechanism that provides an integration of key human resource processes. It is seen as the backbone of the Talent Management process such as recruitment and selection, individual performance management, succession planning, career path development, training and development and reward and remuneration.

The competency framework standardises a number of processes and make them transparent. It provides a more objective and accurate assessment of individuals enabling the municipality to select and recruit the right people, identify critical development areas, and promote people timeously. This should assist in ensuring that all staff know and are aware of what it takes to succeed in the municipality.

In terms of recruitment and selection the competency framework provides a more objective and accurate assessment of individuals enabling the municipality to select and recruit the right people, in the right job and at the right level of work and competence. It informs the job description, competence profile, interview processes, and any other assessments that may be undertaken during the selection process.

The competency framework assists in standardising the individual performance management process. It makes it more transparent and provides a more objective and accurate basis of assessment. Individuals are measured against the competencies at their job level and can be measured against competencies at the next level to assess their promotion potential and with that stretch performance targets can be set. The competency framework enables individuals to understand their strengths and development areas and to identify the training and development interventions to attain the competencies required for optimal performance.

The competency framework can assist most individuals in developing their careers within the municipality. It outlines the job ladder and competencies for each job within that ladder. Managers can therefore assess an individual's competency in terms of jobs within the career stream and assess their readiness for promotion based on their defined career path. Further, high potential individuals, identified through individual performance management and other assessments, can be developed in line with the competencies in the appropriate career paths, fast tracking their progression up the career ladder. This serves as a retention mechanism to retain key critical and scarce skills.

Despite every effort taken to include all local government occupations some occupational streams may have been omitted or specialised to an extent that the levels of work cannot be defined within a career stream. If such an eventuality arise, a municipality must identify the career stream with the closest match for the relevant occupational stream in respect of the designation, qualifications, competencies, skills and knowledge in any of the prescribed competency frameworks.

Application

The application of competencies is key to ensure a common thread through various HR process. To contextualise the application of competencies, key competency frameworks for occupational streams in local government is needed to establish the minimum requirements to be successful in any position occupied by a person serving in a municipality.

Interpretation

Competency frameworks provide an indication of the skills, knowledge and experience that is required for one to be successful in a particular job.

The framework is illustrated in figure 1. In terms of the framework, there are essentially 5 building blocks or competency sets that contribute to an individual's performance in a particular job. These include:

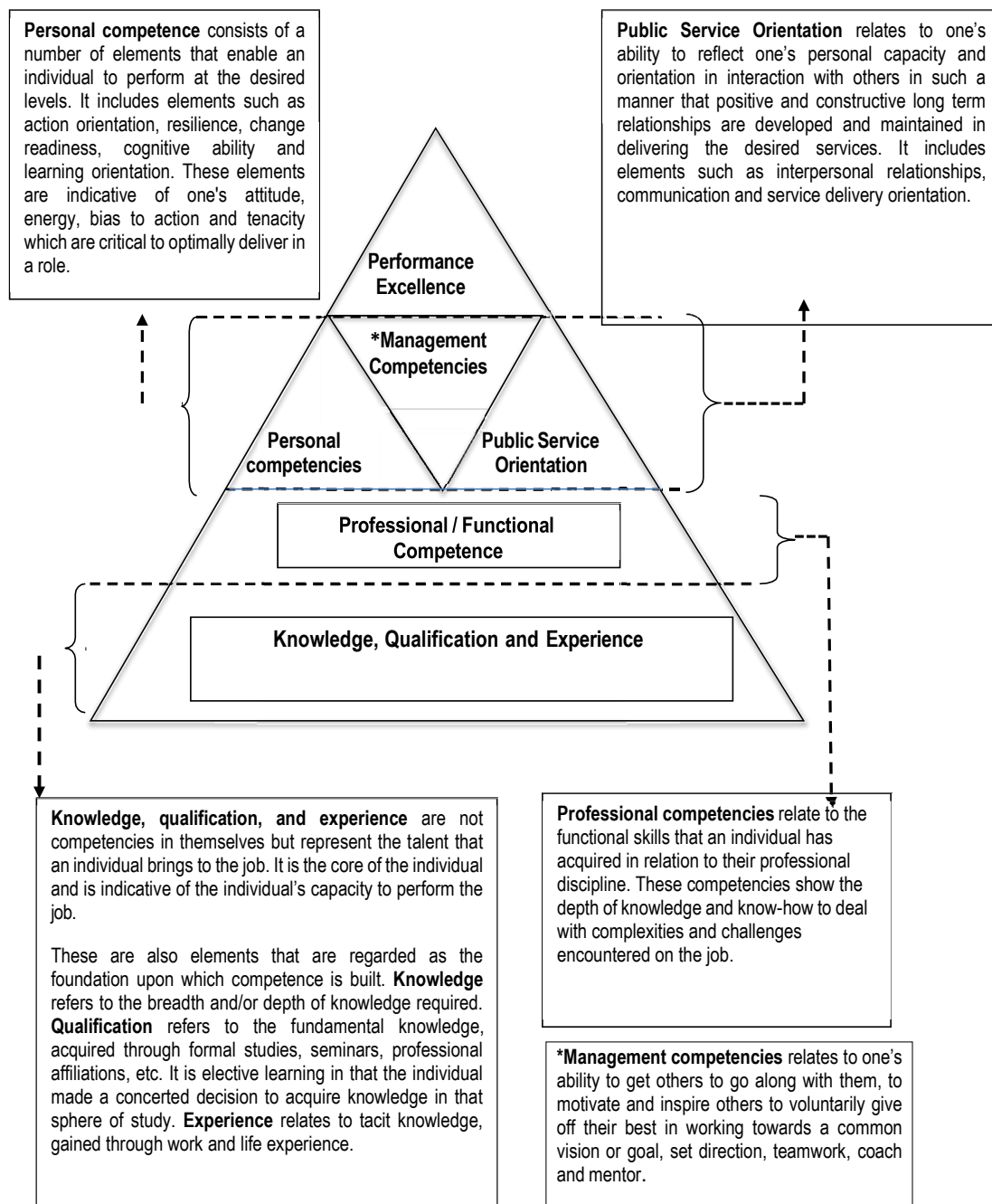
Knowledge / scope of work, experience and qualifications

Professional / functional competence (competence in the functional and technical areas of the job)

Personal competencies

Public Service Orientation competencies

Management / Leadership competencies

Figure 1: Application of the Competency Framework

The competency framework recognises that local government municipalities typically exist to focus on key clusters of service delivery as defined in the Constitution of the Republic of South Africa. These are generally defined as Development and Town Planning, Technical Services, Community Services, Corporate Services and Financial Services.

Under each of these clusters, there are key functional areas that support the implementation of service delivery in terms of the local government mandate. To enable a standardised approach to human resource processes around key competency measurement in each functional area, functional specific career/professional streams are defined in support of the professional minimum competence required to execute work in the functional area. These are in essence the competency frameworks. The competency frameworks developed will ensure a clear understanding of the competencies as defined in professional / functional competence, public service orientation competence, personal competence and management competence.

The competency framework will provide an indication of the typical designations, minimum requirements around knowledge, experience and qualifications and the levels of competence as set out against a group of competencies defined per career stream.

Each competency framework consists of competencies as defined for the career stream applicable and then levels of competence that varies between 3 to 5 levels. The levels of competence in some career streams are limited to only 3 levels as the interpretation of job requirements clearly limits the application of such a function or key tasks to only three levels of work. In instances where the career stream in professional occupations commences at entry level professional and proceed to principal / chief professional level, work are normally of a similar nature and difference in complexity, responsibility, application of knowledge and experience may vary and hence it will clearly motivate competence over 5 different levels e.g. Assistant Engineer, Engineer, Senior Engineer, Principal Engineer, Chief Engineer.

The application of the competency levels would describe the minimum level of competence required at a certain level. It describes work in relation to the requirements of the position in a municipality and can therefore be applied in any local, district or metropolitan municipality.

Contents

ADMINISTRATIVE COMPETENCY FRAMEWORK.....	52
ARCHITECTURE COMPETENCY FRAMEWORK.....	62
ARTISAN COMPETENCY FRAMEWORK.....	77
ASSET MANAGEMENT COMPETENCY FRAMEWORK (IMMOVABLE PROPERTY)	86
BUILDING INSPECTOR COMPETENCY FRAMEWORK	103
COMMITTEE SERVICES COMPETENCY FRAMEWORK	116
COMMUNICATION COMPETENCY FRAMEWORK.....	126
DISASTER MANAGEMENT COMPETENCY FRAMEWORK.....	138
ECONOMIC DEVELOPMENT COMPETENCY FRAMEWORK	154
ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK- ENGINEER.....	173
ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK - TECHNICIAN	188
ENGINEERING PROFESSIONALS - TECHNOLOGIST	202
ENVIRONMENTAL HEALTH: AIR QUALITY COMPETENCY FRAMEWORK.....	216
ENVIRONMENTAL HEALTH	232
FACILITIES MANAGEMENT	252
FIELD OFFICERS COMPETENCY FRAMEWORK (ANTI LAND INVASION)	261
FINANCE - ACCOUNTANTS COMPETENCY FRAMEWORK	270
FIRE AND RESCUE COMPETENCY FRAMEWORK.....	282
FORENSIC SPECIALIST COMPETENCY FRAMEWORK.....	301
GEOMATICS COMPETENCY FRAMEWORK	313
GEOGRAPHICAL INFORMATION SYSTEMS.....	331
HEALTH PROMOTION COMPETENCY FRAMEWORK.....	346
HUMAN RESOURCES COMPTENCY FRAMEWORK	360
INTEGRATED DEVELOPMENT PLANNING COMPETENCY FRAMEWORK	380

INTERNAL AUDIT COMPETENCY FRAMEWORK.....	392
INVESTIGATORS (OMBUDSMAN) COMPETENCY FRAMEWORK.....	406
INFORMATION TECHNOLOGY COMPETENCY FRAMEWORK.....	423
LABORATORY SERVICES: LABORATORY TECHNICAL ASSISTANT COMPETENCY FRAMEWORK.....	440
LABORATORY SERVICES: LABORATORY TECHNICIAN.....	449
LANGUAGE PRACTITIONERS COMPETENCY FRAMEWORK.....	458
LEGAL ADVISOR COMPETENCY FRAMEWORK.....	472
LIBRARY INFORMATION SERVICES COMPETENCY FRAMEWORK.....	482
LIFE GUARDS COMPETENCY FRAMEWORK.....	496
MEDICAL COMPETENCY FRAMEWORKS.....	504
PHARMACEUTICAL COMPETENCY FRAMEWORK.....	513
OPERATIONAL OCCUPATIONS COMPETENCY FRAMEWORK.....	522
PLANNING COMPETENCY FRAMEWORK.....	531
PLANS EXAMINER COMPETENCY FRAMEWORK.....	551
PRINTING SERVICES COMPETENCY FRAMEWORK.....	561
PROCESS P FRAMEWORK.....	572
PROCESS OPERATOR COMPETENCY FRAMEWORK.....	583
PROJECT ADMINISTRATION COMPETENCY FRAMEWORK.....	594
PROJECT / PROGRAMME MANAGEMENT COMPETENCY FRAMEWORK.....	604
PROPERTY MANAGEMENT COMPETENCY FRAMEWORK.....	618
QUANTITY SURVEYOR COMPETENCY FRAMEWORK.....	633
RECORDS MANAGEMENT COMPETENCY FRAMEWORK.....	645
SAMPLERS – SAMPLING SERVICES COMPETENCY FRAMEWORK.....	657
SCIENTISTS COMPETENCY FRAMEWORK.....	667
SOCIAL DEVELOPMENT FACILITATION COMPETENCY FRAMEWORK - DISTRICTS.....	677
SOCIAL DEVELOPMENT - SPECIAL PROJECTS COMPETENCY FRAMEWORK.....	692

SUPERVISORS / FOREMAN COMPETENCY FRAMEWORK 707

SUPPLY CHAIN MANAGEMENT COMPETENCY FRAMEWORK..... 720

UNIFORMED COMPETENCY FRAMEWORK (Includes Traffic, Law Enforcement and Metro Police)..... 731

VALUER COMPETENCY FRAMEWORK FOR MUNICIPAL RATING PURPOSE..... 745

ANNEXURE A: LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR MAINSTREAM OCCUPATIONS AND CAREER STREAMS

KEY FUNCTIONAL CLUSTERS OF LOCAL GOVERNMENT THAT INFORMS THE CAREER STREAM TO WHICH COMPETENCIES AND MINIMUM REQUIREMENTS WILL BE MAPPED

CLUSTERS	DEVELOPMENT AND TOWN PLANNING	TECHNICAL SERVICES	COMMUNITY SERVICES	CORPORATE SERVICES	FINANCE
FUNCTIONS	Local Economic Development Social Development Spatial Planning / Planning and Building Development / Urban Design Environmental Resource Management Human Settlements Geomatics and Spatial data management Property Management	Transport Roads and Storm-water Water and Sanitation Solid Waste Electricity / Energy Fleet Management Mechanical Workshops Laboratories Science	Health Services Parks and Recreation Libraries Strategic Assets Community Facilities Traffic Services Law Enforcement Metro Police Disaster (Risk) Management Fire and Rescue Services Public Emergency Communication Centres Disaster (Risk) Management Centres	Human Resources Legal Services Information Systems & Technology Forensics Internal Audit Integrated Development Planning Communication Municipal Offices and Facilities Management Executive Support Services (incl. Committee services, Councillor support) Ombudsman	Revenue Treasury Budgets Supply Chain Management Expenditure Valuations
COMPETENCY FRAMEWORKS ACROSS FUNCTIONAL CLUSTERS	Planning Professionals Urban Design Architecture Building Inspectors Economic Development Plans Examiners Engineering Professionals Engineering Technicians	Planning Professionals Urban Design Architecture Engineering Professionals Engineering Technicians Engineering Technologists Laboratory Technical Assistants Laboratory Technicians	Specialised Environmental Health (Air Quality) Environmental Health Practitioners Medical Professionals including nursing Pharmaceutical Services Health Promotions Fire and Rescue	Committee Services Communications Forensic Services Human Resources Integrated Development Planning Immovable Property / Asset management Internal Audit Investigators / Ombudsman Information Technology	Meter Reading (Investigators) Supply Chain Management Valuers Accountants Revenue Treasury Budgets

	Engineering Technologists Field Officers (Anti- Land Invasion) Property Management Quantity Surveying Social Development Facilitation Social Development Special Projects	Scientists Sampling Services Quantity Surveying Process Controller Process Operator	Librarians Lifeguards Uniformed Staff including: Traffic Law Enforcement Metro Police	Legal Services Printing Services Records Management	
GENERIC CROSS CUTTING CAREER STREAMS / COMPETENCY FRAMEWORKS	Administrative Support Artisans Facilities Management Finance Professionals Management / Leadership Project Administrative support Project / Programme management Supervisors / Foreman Geomatics Geographical Information Systems Operational including: Labourer / Worker Senior Labourer / Senior Worker Handyman / Senior Handyman Light Equipment Operators Small Plant Operators Mechanical Plant Operators Driver Grade 1 / 2 / 3 Driver Special Category Chauffeur				

ADMINISTRATIVE COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Clerk Courier Office Assistant Data Capturer Receptionist	Assistant Administrative Officer Stores Clerk Specialist / Senior Clerk Call Centre Agents Office Administrator Secretary	Administrative Supervisor Depot Administrator Administrative Officer Personal Assistant / Senior Executive Secretary Call Centre Team Lead	Office Manager Administrative Manager Call Centre Supervisor
KNOWLEDGE AND SCOPE OF WORK	Provides routine clerical support and follows standard procedures; and Operates under direct supervision.	Performs complex administrative functions which require specialised knowledge; and Operates under limited supervision.	Specialised knowledge of admin processes and procedures within a functional area / s; Supervises more junior clerical staff; and Knowledge of Archive Act.	Full range of administrative knowledge in the management of a function; Manages administrative and clerical staff; and Knowledge of Archive Act.
EXPERIENCE	0-2 years' experience.	2-5 years' relevant experience.	5-8 years' relevant experience with supervisory experience.	8 years or more relevant experience of which 2 years must be at Supervisory level.
QUALIFICATION	Grade 12; and Computer Literacy: MS Office	Grade 12; and Computer Literacy: MS Office	Grade 12; Computer Literacy: MS Office; and Personal Assistant / Senior, senior / executive secretary	A relevant three-year tertiary qualification, preferably a National Diploma or B degree; and Computer Literacy: MS Office

			also require a relevant secretarial certificate.	
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication.	Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication.	Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations.	Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; and Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.
2. Oral Communication The ability to articulate a message in an understandable and convincing manner.	Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions, thereby avoiding mistakes.	Demonstrates competencies from level 1; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account.	Demonstrates competencies from levels 1 and 2; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Conducts quality check of work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from levels 1 and 2; Maintains a project checklist covering all detail which might be omitted; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.

<p>4. Influencing</p> <p>The ability to interact with others and influence them to adopt the best alternative from a range of options.</p>	<p>Interacts with various clients / stakeholders on a daily basis; and Answers basic questions politely and helpfully.</p>	<p>Demonstrates competencies from level 1; Gives options for client / stakeholders actions from a range of actions available; and Follows through on option selected by client / stakeholder within confines of laid down procedure.</p>	<p>Demonstrates competencies from levels 1 and 2; Ascertains a range of options for client / stakeholder action; Gives options and recommendation of preferred option to client / stakeholder; Provides reasons for preferred option; and Follows through on final decision.</p>	<p>Demonstrates competencies from levels 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder / groups as to best option; and Executes option and accepts consequences and accountability.</p>
<p>5. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Follows laid down procedures as prescribed in policy / standard operating procedures; Is alert to potential conflicts of interest and follows procedures to deal with these; Brings potential issues of conflict to the attention of the supervisor; and Aware of resources available to resolve ethical issues.</p>	<p>Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; Able to identify risks involved in alternative courses of action; and Recommends appropriate course of action to supervisor.</p>	<p>Demonstrates competencies from levels 1 and 2; Able to identify potential conflicts of interest in terms of regulatory and policy frameworks; Identifies contentious issues and resolves these with clients; Fosters a culture of ethical behaviour by example; Makes preliminary finding and recommends on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and In making a recommendation is able to demonstrate how that recommendation will achieve desired objectives.</p>	<p>Demonstrates competencies from levels 1 to 3; Evaluates relevant facts, issues and risks; Distinguishes among various options; Resolves ethical and potential conflict of interest issues to conclusion taking into account associated risks; and Upholds good and ethical conduct.</p>

6. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.	Understands how a business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment; Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Awareness of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework in local government within the functional area; and Knowledge of the issues impacting service delivery.	Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; Demonstrates knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.
7. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.	Identifies simple problems within a set process; Alerts the supervisor of problems within a set process; and Solves problems of a basic nature.	Demonstrates competencies from level 1; Identifies problems in processes; and Refers problems to supervisor for resolution but offers alternatives or recommendations.	Demonstrates competencies from levels 1 and 2; Breaks problems into component parts; Understands to whom to refer problematic elements; Gets input from team / colleagues as to possible solutions; Develops alternative solutions and refers to supervisor for approval; and Follows up on resolutions.	Demonstrates competencies from levels 1 to 3; Conceptualises possible solutions to problems; Weighs each solution against best-practice criteria; Establishes and executes plans to solve problems engaging others as necessary; and Ensures implementation and buy-in to the solution.
8. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and	Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and

	Executes tasks according to plan in order of priority, using some discretion.	Executes tasks in order of priority and urgency.	assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
Functional Competencies				
1. Business Processes Ability to engage with systems or component processes and make continuous improvements.	Follows laid-down procedures diligently; Identifies elements in a process that may create bottlenecks and blockages; and Brings supervisor's attention to bottlenecks and blockages.	Demonstrates competencies from level 1; Modifies and arranges elements in a process to improve it on an ongoing basis; and Makes recommendations on improvements to a process or system.	Demonstrates competencies from levels 1 and 2; Understands entire process with a view to ongoing improvement; and Designs processes to address specific issues with input and approval from supervisor / colleagues.	Demonstrates competencies from levels 1 to 3; Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness; and Ensures that changes are implemented and properly communicated.
2. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.	Ability to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; Demonstrates basic computer literacy; and Basic knowledge of MS Office.	Demonstrates competencies from level 1; Ability to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone; and Intermediary knowledge of MS Office.	Demonstrates competencies from levels 1 and 2; Able to use advanced features of MS Office packages; and Able to process data utilising various computer software packages.	Demonstrates competencies from levels 1 to 3; Understands how to use computer packages to process a range of data; and Optimise the use of technology for effective and efficient operations within office.
3. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.	Enters data into specific applications, computerised or manual according to set procedures; and Checks data as it is entered for obvious errors.	Demonstrates competencies from level 1; and Able to conduct basic analysis of data by printing out standardised reports.	Demonstrates competencies from levels 1 and 2; and Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint).	Demonstrates competencies from levels 1 to 3; Able to analyse complex data through the creation of spreadsheets and databases; and Able to summarise conclusions to analysis in order to make meaningful decisions.

Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and municipality interface and function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from levels 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and	Demonstrates competencies from levels 1 and 2; Engages effectively with general public;	Demonstrates competencies from levels 1 to 3;

services that contribute to the improvement of municipal processes in order to achieve municipal goals.		Professional in interaction with general public and stakeholders.	Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.
4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Addresses less complicated problems promptly, without being defensive.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; Supports others to take personal responsibility to deliver excellent customer service; and Monitors client satisfaction.	Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.).	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision.
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Enthusiastic about new projects; Controls various challenges; Ensures meeting of deadlines; and Manages contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.	Demonstrates competencies from level 1 to 3; Ensures project objectives are controlled and met; Motivates team members; Sets goals aligned to department urgencies; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist	Accepts criticism about performance in stride, while maintaining work standards; and Stays calm under pressure.	Demonstrate competencies from level 1; Shows emotional resilience and handles difficult situations effectively;	Demonstrate competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect

with goals despite obstacles and setbacks.		Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks.		situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternative.
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.

Management / Leadership Competencies				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Shares knowledge and information with peers.</p>	<p>Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and Able to identify own development needs.</p>	<p>Demonstrates competencies from levels 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to identify appropriate training interventions; and Able to understand the underlying causes for non or poor performance and to provide the appropriate support.</p>	<p>Demonstrates competencies from levels 1 to 3; Actively involved in the retention and development of talent within the unit; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.</p>
--	---	--	---	---

ARCHITECTURE COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Professional Draughtsperson / Technician	Professional Architectural Technologist	Senior Professional Architectural Technologist	Professional Architect
KNOWLEDGE AND SCOPE OF WORK	<p>Knowledge of the basic fundamentals of the design process and how it impacts on the documentation process; and</p> <p>Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009).</p>	<p>Knowledge of the architectural principles, building technologies, and construction systems applicable to architectural design;</p> <p>Knowledge of the fundamentals of the design and implementation process;</p> <p>Knowledge of documentation of architectural components for less complex buildings / structures;</p> <p>Knowledge of problem analysis at a basic level;</p> <p>Knowledge of social and environmental issues; and</p> <p>Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009).</p>	<p>Knowledgeable in, and competent to, undertake conceptualization and detail design and compile architectural documentation for a simple less complex multi-story building as well as long span structures, based on the client's brief, budget limitations as well as spatial parameters and legal constraints, which are sensitive to and respectful of the environment, cultural, heritage, as well as sustainability issues, within an urban, a sub-urban or rural context;</p> <p>Knowledge of process on appraising and defining a problem;</p> <p>Knowledge of how to present the design synthesis in a logical manner; and</p>	<p>Knowledgeable in, and competent to, undertake the conceptualization, detail design at all levels, authorization, contract documentation, procurement, and construction monitoring for buildings / structures of a complex nature, based on the client's brief, budget limitations as well as spatial parameters and legal constraints, which is sensitive to and respectful of the environment, cultural, heritage, as well as sustainability issues, within an urban or rural context;</p> <p>Knowledge of process on appraising and defining a problem;</p> <p>Knowledge of how to present the design synthesis in a logical manner; and</p>

			Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009).	Full knowledge of the SACAP Code of Professional Conduct (Board Notice 154 of 2009).
EXPERIENCE	0-2 years relevant experience.	2-3 years relevant experience.	3-5 year relevant experience including post graduate internship experience to obtain a license.	5-8 years relevant experience, preferably in architectural field.
QUALIFICATION	<p>A relevant post matric qualification preferably a Higher Certificate [1 year, 120 credits, + 1 year Work Integrated Learning;</p> <p>Registered with the South African Council for the Architectural Profession; and</p> <p>Valid Code EB driving license.</p> <p>Computer literacy: MS Office</p>	<p>A relevant tertiary qualification, preferably a National Diploma Architecture [3years,360 credits]; or</p> <p>An Advanced certificate [total 240 credits + 1year Work Integrated Learning;</p> <p>Registered with the South African Council for the Architectural Profession; and</p> <p>Valid Code EB driving license.</p> <p>Computer literacy: MS Office</p>	<p>A relevant tertiary qualification, preferably a Bachelors of Architectural Studies (Honours) or B Arch (Prof) [4 years, 480 credits']; or</p> <p>B Tech / Advanced Diploma</p> <ul style="list-style-type: none"> + 1 year Work Integrated Learning; <p>Registered with the South African Council for the Architectural Profession; and</p> <p>Valid Code EB driving license.</p> <p>Computer literacy: MS Office</p>	<p>A relevant tertiary qualification, preferably a Masters' degree in Architecture;</p> <p>Accreditation by the National Architectural Accrediting Board;</p> <p>Registered with the South African Council for the Architectural Profession; and</p> <p>Valid Code EB driving license.</p> <p>Computer literacy: MS Office</p>

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Organisational Awareness The ability to understand the Municipality's vision and objectives, as well as the procedural functioning of the department.	Understands how a business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment; Knowledge of the municipality's vision, objectives and priorities; Operates within of the municipality's policies and procedures; and Awareness of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and is able to communicate the municipality's vision, objectives and priorities; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework in local government within the built environment; and Knowledge of the issues impacting service delivery.	Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental goals and priorities; Demonstrates understanding of departmental budgets; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector vision, objectives and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; Demonstrates knowledge of relevant municipal legislation; Demonstrates an in-depth understanding of departmental budgets; and In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.
2. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.	Follows laid down procedures as prescribed in policy / standard operating procedures; Is alert to potential conflicts of interest and follows procedures to deal with these; Brings potential issues of conflict to the attention of the supervisor; and Aware of resources available to resolve ethical issues.	Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; Able to identify risks involved in alternative courses of action; and Recommends appropriate course of action to supervisor.	Demonstrates competencies from levels 1 and 2; Able to identify potential conflicts of interest in terms of regulatory and policy frameworks; Identifies contentious issues and resolves these with clients; Fosters a culture of ethical behaviour by example; Makes preliminary findings and recommendations on complex ethical issues;	Demonstrates competencies from levels 1 to 3; Evaluates relevant facts, issues and risks; Distinguishes among various options; Resolves ethical and potential conflict of interest issues to conclusion taking into account associated risks; and Upholds good and ethical conduct at all times.

			<p>Recommends a course of action based upon evaluation of relevant facts, issues and risks; and</p> <p>In making a recommendation is able to demonstrate how desired outcomes can be achieved.</p>	
<p>3. Research, Analysis and Interpretation</p> <p>The ability to process, appraise and report on a Client's requirements with the intention of constantly improving the quality of the built environment.</p>	<p>Enters interpreted research and analytical data into specific applications, computerised or manual according to set procedures; and</p> <p>Checks data as it is entered for obvious errors.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Able to conduct basic research and analysis of data.</p>	<p>Demonstrates competencies from levels 1 and 2; and</p> <p>Able to analyse data using various software applications.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Able to research and analyse complex data and brief requirements through the creation of spreadsheets, databases and conceptual designs; and</p> <p>Able to summarise conclusions to research and analysis in order to make informed spatial decisions.</p>
<p>4. Socio-Economic and Socio-Political Awareness</p> <p>Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest and concerns.</p>	<p>Demonstrates an understanding of the organisational and local government processes;</p> <p>Understands and internalizes the municipality's priorities and goals</p> <p>Understands sector policies and legislation</p> <p>In-depth knowledge of the issues impacting service delivery</p>	<p>Demonstrates competencies from level 1.</p> <p>Understands priorities, goals and issues of neighbouring municipalities</p> <p>Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns.</p> <p>Demonstrates an intimate understanding of the capabilities, nature and potential of the service;</p> <p>Well versed and knowledgeable in the</p>	<p>Demonstrates competencies from levels 1 to 2.</p> <p>Approaches each situation with a clear perception of organisational and political reality.</p> <p>Displays understanding of objectives of addressing past imbalances and the challenges that constrain delivery against these objectives</p> <p>Contributes to shaping the municipality's sector specific goals and priorities and the municipality's policies and procedures</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Able to acquire an acute knowledge of social, economic and political issues within a given context and is able to spatially interpret these issues to better inform the brief and the design.</p> <p>Aligns (influences) municipality priorities and projects to supports the implementation of Provincial Growth and Development Strategies.</p> <p>Understands broader context and is able to assess the</p>

		municipality's policies and procedures	In-depth knowledge of municipal and sector legislation	implications for the municipality Has credibility and ability to influence policy making at a higher level and may influence national norms and standards for municipal services
5. Public Consultation The capacity to listen attentively, grasp issues, graphically represent information in a clear manner and respond appropriately to verbal and written communication of others.	Is well organised and ensures that all logistics associated with the public consultation process are addressed.	Demonstrates competencies from level 1; Able to identify internal and external stakeholders relevant to projects; Shows confidence in engaging with internal and external stakeholders; Communicates effectively; and Accurately captures details of meetings and proceedings for formal record.	Demonstrates competencies from levels 1 to 2; Understands stakeholder decision making structures and processes and designs consultation forums accordingly; Adapts communication content and style according to the audience including managing body language effectively. Displays thorough knowledge of subject matter and is able to simplify to communicate at various levels. Responds to questions with accurate and complete answers; Delivers messages in a manner that gains support, commitment and agreement; Communicates controversial, sensitive messages to stakeholders tactfully; and Listens well and is receptive and encourages participation and mutual understanding.	Demonstrates competencies from levels 1 to 3; Develops well defined communication strategy. Displays thorough understanding of subject matter, risks, stakeholder dynamics and consultation processes and methodologies; Balances political views with organisational needs when communicating differing viewpoints on complex issues; Able to read situations and interest positions and to respond appropriately and professionally; and Uses language and style to capture the attention of the audience.

6. Planning and Organising The ability to plan activities and building projects within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority.	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency using some discretion.	Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds forums to discuss planning for the longer term (1 to 5 years) and consolidates input.
7. Mitigating Risks The ability to identify potential problem areas, to break the problem into component parts, generate potential solutions, select an option and implement it.	Identifies simple risks within a set process; and Alerts supervisor of risks within a set process.	Demonstrates competencies from level 1; Identifies risks in processes; and Refers risks to supervisor for resolution but offers alternatives or recommendations.	Demonstrates competencies from levels 1 and 2; Breaks risks into component parts; Understands to whom to refer problematic elements; Gets input from team / colleagues as to possible solutions; Develops alternative solutions and refers to supervisor for approval; and Follows up on resolution.	Demonstrates competencies from levels 1 to 3; Conceptualises possible solutions to risks; Weighs each solution against best-practice criteria; Establishes and executes plans to mitigate risks engaging others as necessary; and Ensures implementation and buy-in to the solution.
8. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Shows confidence in engaging with internal and external stakeholders; Communicates effectively; Shows consideration when working with others; Accurately captures details of meetings and proceedings for formal record; Is able to analyse and apply the terms of agreements; and Shows high levels of integrity and confidentiality in dealing with sensitive information.	Establishes clear mandate for negotiations; Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation; Understands negotiation methodology and processes; Negotiates objectively and focuses interaction on the relevant issues; and Builds common ground by pointing out areas of	Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process; Wins concessions without damaging relationships; Can be direct, but still maintains a high degree of diplomacy and politeness; Stays focussed on resolving the deadlocks and avoids personal issues and attacks;	Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.

		agreement, focuses efforts by pointing out areas of disagreement.	Presents and seeks practical, fair and equitable solutions or positive course of action; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.	
9. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	Interacts with various staff members and managers on a daily basis; and Answers basic questions politely and helpfully.	Demonstrates competencies from level 1; Provides options for management approval from a range of actions available; and Follows through on option selected by manager within confines of laid down procedure.	Demonstrates competencies from levels 1 and 2; Ascertains a range of options for senior management action; Gives options and recommendation of preferred option to senior management; Provides reasons for preferred option; and Follows through on final decision.	Demonstrates competencies from levels 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder groups as to best option; and Executes option and accepts consequences and accountability.
10. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant national and municipal standards as well as international best practice.	Checks work for errors and omissions before submission; and Does all the required printing and assembling of documentation for approval of a manager.	Demonstrates competencies from level 1; Conducts quality check of work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations, in particular the SANS10400.	Demonstrates competencies from levels 1 and 2; Maintains a project checklist covering all detail which might be omitted; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents in terms of SANS10400; and Accurately reviews documents and edits documents created by others.
Functional Competencies				
1. Architectural Design The conceptualisation of a brief into spatial ideas that encompass the various aspects of context, scale, climate, budget, social,	Basic idea formulated into concept and expressed into a form at a fundamental level.	Demonstrates competencies from level 1; and Knowledge of the conception of an idea to its spatial expression into a form, shape or space.	Demonstrates competencies from level 1 and 2; and Advanced knowledge of the conception of an idea to its spatial expression into a form, shape or space.	Demonstrates competencies from level 1 to 3; and Expert knowledge from the conception of an idea to its spatial expression into a form, shape or space.

political and economic factors with the intent of facilitating construction.				
2. Context and Appropriate Fit The understanding of the context to a piece of work that will inform the design solution fit.	Basic understanding of knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution.	Demonstrates competencies from level 1; and Demonstrates sufficient knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution.	Demonstrates competencies from level 1 and 2; and Demonstrates in-depth knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution.	Demonstrates competencies from level 1 to 3; and Expert knowledge of researching, analysing and interpreting the existing context to inform an appropriate design solution.
3. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication.	Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication.	Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations.	Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; and Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.
4. Oral Communication The ability to articulate a message in an understandable and convincing manner.	Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions, thereby avoiding mistakes.	Demonstrates competencies from level; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account.	Demonstrates competencies from levels 1 and 2; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
5. Graphic Communication The ability to communicate and articulate ideas and intent graphically to clearly convey spatial proposals.	Able to understand basic graphic instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions, thereby avoiding mistakes.	Demonstrates competencies from level 1; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account.	Demonstrates competencies from levels 1 and 2; Interprets complex graphic ideas; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective graphic skills for complex and sensitive topics and issues.

6. Use of Technology The ability to efficiently and effectively utilize relevant computer aided design software in the workplace for improved service delivery.	Ability to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; and Good knowledge of computer-aided design software for the creation of 2-D and 3-D modelling.	Demonstrates competencies from level 1; Ability to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone; and Expert knowledge of computer-aided design software for the creation of 2- D and 3-D modelling.	Demonstrates competencies from levels 1 and 2; Expert knowledge of computer-aided design software for the creation of 2- D and 3-D modelling; and Able to process data utilising various computer software packages.	Demonstrates competencies from levels 1 to 3; Understands how to use computer packages to process a range of data; Optimise the use of technology for effective and efficient operations within the organisation; and Extensive knowledge in the usage of computer-aided design software for the creation of 2-D and 3-D modelling.
7. Construction Technology Ability to understand and show the intent of various methods of construction to adequately and legally advise a contractor.	Basic knowledge of principles of construction technology.	Demonstrates competencies from level 1; and Demonstrates good knowledge of technological and construction processes.	Demonstrates competencies from level 1 and 2; and Understands and demonstrates advanced knowledge of construction techniques.	Demonstrates competencies from level 1 to 3; and Gives expert advice on the various construction technologies to the team.
8. Monitoring and Control The ability to monitor construction projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensure that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Demonstrates competencies from level 1; Reviews progress and shares information; gets feedback on results from those directly involved; Able to get more things done whilst using fewer resources to achieve this; Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and Delivers activities and plans as scheduled.	Demonstrates competencies from levels 1 to 2; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notifies errors or problems prior to projects being completed; and Gathers information on the probability of success and the consequences of failure.	Demonstrates competencies from levels 1 to 3; Establish a system to follow up on projects / tasks / assignments; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.

Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and municipality interface and function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Communicates effectively with colleagues and clients; and Able to communicate design information in a clear and concise manner.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from levels 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.

3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with general public; and Understands and articulates community needs.	Demonstrates competencies from levels 1 to 3; Establishes a collaborative relationship with the community; Speaks effectively on service delivery matters as required; and Manages community expectations within financial, technical and capacity constraints.
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Addresses less complicated problems promptly, without being defensive.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; Supports others to take personal responsibility to deliver excellent customer service; and Monitors client satisfaction.	Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.).	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviors and outcomes consistent the client service vision.
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; and Willing to take on new challenges.	Demonstrates competencies from levels 1 and 2; Self-starter; Driven to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 to 3; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and

				Successfully completes projects with time and budget allocations.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; and Shows emotional resilience and handles difficult situations effectively constraints.	Demonstrates competencies from levels 1 and 2; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other.	Demonstrates competencies from levels 1 to 3; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; and Shows a willingness to learn.	Demonstrates competencies from levels 1 and 2; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 to 3; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Recognises when change is necessary, develops a change implementation strategy; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job;	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and

		Seeks ongoing support for own limitations (e.g. from coach or mentor) Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.		Coaches and mentors others, sharing knowledge and experiences with others.
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.

to codes of good corporate governance.	Takes responsibility for own actions.	Shares information openly, whilst respecting the principle of confidentiality.	with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	
Management / Leadership Competencies				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; and Contributes towards positive climate within team.	Demonstrates competencies from levels 1 to 3; Involves and empowers team in setting and achieving goals; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team;

				Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers.	Demonstrates competencies from level 1; Able to identify own and other's development needs.	Demonstrates competencies from levels 1 and 2; Has strong subject matter knowledge; and Able to identify appropriate training interventions.	Demonstrates competencies from levels 1 to 3; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Actively involved in the retention and development of talent within the unit; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.

ARTISAN COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Apprentice Journeyman Artisan Aide Artisan Assistant Maintenance Assistant (Section 28 Artisan)	Electrician Instrument Mechanician Fitter and Turner Special Workman Artisan Engineering Artisan Construction (Section 13 Artisan)	Senior Artisan Artisan Supervisor Specialist Engineering Artisan	Maintenance Supervisor / Manager Engineering Superintendent (Artisans Trade)
KNOWLEDGE	Assists technical staff. Follows short term instructions. Closely supervised. Performs easily observable actions.	Perform activities within a trade. Works independently and could supervise staff; and Special Workman – Performs non-qualified artisan work.	Perform high level more complex activities within a trade. Works independently and could supervise staff.	Performs more specialised activities within a trade. Works independently and could supervise staff.
EXPERIENCE	Studying towards a trade certificate or one years' experience required.	1-2 years' experience required; and Special Workman 2-3 years' experience required.	3-5 years post apprenticeship experience required.	5 years or more post apprenticeship experience required.
QUALIFICATION	Studying toward a trade certificate.	Trade certificate; and Special Workman– Preferably a Proficiency certificate, Grade 11 or equivalent N2 level certificate.	Trade certificate.	Trade certificate.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.	Remains focused on task at hand; Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion; and Completes tasks on time.	Demonstrates competencies from level 1; Monitors and controls activities by maintaining a log of work, production, or maintenance; Able to prioritise tasks; Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate; and Able to prioritize resources to meet competing deadlines.	Demonstrates competencies from levels 1 and 2; Clearly communicates expectations to supervised staff; Provides guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; and Makes contingency plans.	Demonstrates competencies from levels 1 to 3; Knows and relies on the "experts" in various departments who can address and solve special problems; Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers); Establishes appropriate procedures to keep informed of issues and results; and Ensures that high-priority work is accomplished within required timelines.
2. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.	Deals with clearly defined problems that are task specific that have a low impact and low risk; Applies a pragmatic approach to problem solving; Applies tacit knowledge / experience to determine best possible solutions; and Knows when to refer problem to supervisor for resolution.	Demonstrates competencies from level 1; Identifies problems following defined diagnostic processes; Identifies various alternative options and selects most appropriate solutions; Understands potential impact of problems to own working environment; and Can identify problems that are not routine and will refer to supervisor for resolution.	Demonstrates competencies from levels 1 and 2; Generates various solutions / options and contingency plans for localized problems; Involves the appropriate people, to resolve complex task related problems; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Probes deeply and considers consequences and risks attached to actions and the impact of solutions; and Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur.

3. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule and executes as per priority list; and Modifies plans in line with instructions from supervisors.	Demonstrates competencies from level 1; Identifies resource requirements for undertaking specific tasks; Organises, prioritises and schedules tasks so that they can be performed with efficient use of time and resources; Measures progress and monitors performance and results; and Develops contingency plans for potential problems.	Demonstrates competencies from levels 1 and 2; Sets goals and objectives relevant to the function and focuses on the customers' needs; Develops integrated plans for the work unit and others that interface with the depots / workshop; Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others; Determines tasks and resources — Determines project / assignment requirements by breaking them down into tasks; identifying equipment, materials and people needed; coordinating with internal and external partners; and Draws up maintenance and preventative maintenance programmes.	Demonstrates competencies from levels 1 to 3; Identifies and acts on opportunities to partner with other departments to achieve desired results; Taps into the resources of other units and departments to achieve results; and Projects and forecasts short, medium and long term needs for the operations falling under his / her control.
4. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.	Accurately and carefully follows established procedures for completing work tasks; Ensures that all details of a task are completed; Checks work for errors; and Reviews all parts of a job to ensure quality.	Demonstrates competencies from level 1; Checks work off for errors; Checks against set standards and regulations; Initiates action to correct quality problems.	Demonstrates competencies from levels 1 and 2. Maintains a project checklist covering all detail that may be overlooked	Demonstrates competencies from levels 1 to 3; and Manages general quality assessment and reporting.

Functional Competencies				
1. Work Place Safety The ability to identify and correct conditions that affect employee safety.	Displays knowledge of all related safety or security regulations; Is aware of co-workers' safety in the workplace; Understands how to use and operate safety equipment; Enforces safety and / or security procedures; and Is aware of the hazards of working with dangerous materials.	Demonstrates competencies from level 1; Demonstrates and / or explains safety equipment and / or procedures; Reviews safety training materials; Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions; Checks equipment and / or work area regularly; and Takes corrective action—reports or corrects unsafe working conditions; makes recommendations and / or improves safety and security procedures; enforces safety regulations and procedures.	Demonstrates competencies from level 1 and 2. Ensure the effective execution of health and safety regulations and policy Ensure schedules are maintained for regular inspection of vehicles and / or equipment Report to health and safety committees any incidents or occurrence of unsafe acts or faulty equipment and corrective measures instituted Address any staff wellness matters and support wellness initiatives in the workplace	Demonstrates competencies from level 1 to 3. Manages Workplace Occupational Health and Safety policy and reporting to Corporate Manages the implementation of Employee Wellness policy application in the workplace and liaise with relevant stakeholders to address matters of concern
2. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.	Undertakes routine tasks; Has developed a level of skill and experience in a technical area of work; and Is aware of factors that may negatively impact the completion of a job.	Demonstrates competencies from level 1; Understands the technical language of the job; Understands the technical components of the job and has a sound understanding of specific trade principles; Able to read schematic drawings and basic designs; Understands the use and application of the full range of appropriate tools and equipment ;	Demonstrates competencies from levels 1 and 2; Applies specialist knowledge to situations, to solve problems or enhance solutions; Anticipates events, situations and incidents that may impact the work environment and takes corrective action; Shows sound problem solving skills and analytical ability; and Ensures knowledge transfer and training and mentoring of more junior staff.	Demonstrates competencies from levels 1 to 3; and Advises and guides staff on policy and process application.

		<p>Has essential knowledge of operations and maintenance of equipment and infrastructure;</p> <p>Has the ability to identify task specific problems and analyse all factors that influence the solution. This will involve various activities specific to the particular trade involving: designing, constructing, repairing, fabricating, fault finding and diagnostics;</p> <p>Applies previous learnings to new / different situations;</p> <p>Accomplishes tasks within a specific trade without asking for guidance or instruction; and</p> <p>Has knowledge of updating equipment register and exercises stock control of material issued.</p>		
Public Service Orientation Competencies				
<p>1. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Shows a commitment to excellence and quality;</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines; and</p> <p>Is friendly and responsive to community members when dealing with service delivery issues.</p>	<p>Demonstrates competencies from level 1;</p> <p>Engages effectively with the general public and clients; and</p> <p>Corrects service delivery problems promptly without being defensive.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Understands and articulates client needs; and</p> <p>Manages client and business expectations within financial, technical and capacity constraints.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Establishes a collaborative relationship with client and line departments; and</p> <p>Has in-depth knowledge on service delivery matters as it relates to their work area.</p>
<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<p>Able to establish rapport and gets on with others;</p> <p>Communicates effectively; and</p> <p>Acknowledges contributions of others.</p>	<p>Demonstrates competencies from level 1;</p> <p>Relates to people at all levels of the organisation;</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Convinces others of ideas without suppressing their views;</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Able to be both direct and forthright as well as diplomatic and tactful;</p>

		Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Aware of how people and municipality interface and function.
3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Able to understand basic verbal instructions from supervisor and colleagues; Checks own understanding of tasks and expectations to avoid making mistakes; and Understands basic technical jargon.	Demonstrates competencies from level 1; Can translate technical information into terms that are understood by subordinates and customers; and Responds to questions with accurate and complete answers.	Demonstrates competencies from levels 1 and 2; Communicates effectively both verbal and written; and Is able to compile routine reports and keeps relevant record for the unit. Uses appropriate style and format to communicate to internal and external clients.	Demonstrates competencies from levels 1 to 3; Able to read situations and interest positions and to respond appropriately; Communicates complex and technical information effectively; Communicates effectively at senior levels; and Handles sensitive one-on-one discussions effectively.
4. Customer orientation and customer focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance	Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

			management, resource allocation etc.).	
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self-starter and shows initiative; Enjoys working hard; and Drive to meet deadlines and motivates others to do the same.	Demonstrates competencies from level 1; Willing to take on new challenges; Pushes self and motivates others for results; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; Sets challenging goals for self and for subordinates; and	Demonstrates competencies from level 1 to 3. Supports an action oriented culture that assists the department in achieving its goals.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from level 1 to 3; and Proactively searches the broader organisational environment to detect situations which might cause setbacks or failures.
3. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Demonstrates honesty, keeps commitments and behaves in a consistent manner; and Takes responsibility for own actions. Treats all colleagues with equal respect.	Demonstrates competencies from level 1; Admits own mistakes and weaknesses and seeks help from others were unable to deliver;	Demonstrates competencies from level 1 and 2. Aware of potential conflicts of interest and follows procedures to deal with conflicts; and	Demonstrates competencies from levels 1 to 3. Acts decisively against corrupt and dishonest conduct.
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop	Shows willingness to learn new things and acquire knowledge; and	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes	Demonstrates competencies from level 1 and 2; Creates a learning environment and encourages others to learn and share from	Demonstrates competencies from levels 1 to 3. Remains abreast of changes in the industry; and Promotes best practice.

insight and focus on continuous self-improvement.	Seeks ongoing support for own limitations (e.g. from supervisor or colleague).	action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; and Remains abreast of changes in the relevant trade; and Aware of developments in technology related to equipment and maintenance practices.	mistakes and shares experiences;	
Management / Leadership Competencies				
1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Deserving of respect from peers and supervisors.	Demonstrates competencies from level 1; Makes positive impact and comes across as confident and competent; Motivates subordinates to accomplish tasks and missions; and Has credibility with staff.	Demonstrates competencies from levels 1 and 2; Tactfully confronts and corrects others when necessary; and Fosters team work and collaboration.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Effectively influences colleagues and supervisors at more senior levels; Establishes support and projects authority and credibility; and

				Uses influence to achieve objectives and sell ideas.
3. Team Orientation The ability to inspire a positive attitude in others and be able to influence others effectively.	Co-operates and works well with others; Shows consideration towards others; and Seen to be reliable and dependable.	Demonstrates competencies from level 1; Shares information and collaborates easily with others; Shows initiative and confidence in dealing with others; and Participates actively as a member of a team.	Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully involving others in team decisions; and Recognises and respects the value of diverse views.	Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion within functional areas; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Appears willing to learn new ways of doing things.	Demonstrates competencies from level 1; Understands subordinates limitations; Provides guidance and support where necessary; Understands own development needs; and Shares knowledge and information with peers and subordinates.	Demonstrates competencies from levels 1 and 2; Encourages 'on-the-job' training and the acquisition of new skills; Anticipates mistakes and freely offers assistance without being overbearing; and Monitors progress and gives individuals specific feedback on their performance.	Demonstrates competencies from levels 1 to 3; Has specialised subject matter knowledge; and Shows an ability to understand underlying causes for non- or poor performance and to provide the appropriate support.

ASSET MANAGEMENT COMPETENCY FRAMEWORK (IMMOVABLE PROPERTY)

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assets Officer	Operational Manager: Assets Senior Assets Officer	Assistant Manager: Assets Senior Specialist: Portfolio Strategy Senior Specialist: Property Research & Analysis Principal Assets Officer	General Manager Property Asset Management Chief Specialist: Portfolio Strategy and Analysis
KNOWLEDGE AND SCOPE OF WORK	<p>Under direct supervision of the Assistant Manager: Assets implement the Asset Management Plan operations;</p> <p>Assist with the implementation of the Asset Management Operations;</p> <p>Implement Operational and Maintenance requirements in terms of the Municipality's Policies and Asset Plan;</p> <p>Assist with the operations of the Management of identified Council owned Property Portfolio assets;</p> <p>Assist with the implementation of</p>	<p>Under direct supervision of the Assistant Manager: Assets oversee the Asset Management Operations;</p> <p>Implement the Asset Management Operations in line with the Asset Management Strategy;</p> <p>Action Operational and Maintenance requirement in terms of the Municipality's Policies;</p> <p>Operational Management of identified Council owned Property Portfolio Assets, and implement approved property asset management planning systems and tools in support of Property</p>	<p>Manage the Property Asset Function under the direct supervision of the General Manager / Chief Specialist: Portfolio Strategy and Analysis and may be required to manage more junior staff;</p> <p>Research & Implement the Asset Management Strategy and Action Plans based upon the chosen Service Delivery Options;</p> <p>Develop and maintain segmentation plans for Property Asset Classes;</p> <p>Action detailed plans for acquisitions and replacements, operations and maintenance as well as</p>	<p>Manages a specialised Property Asset Function under the leadership and guidance of the Director / Property Portfolio Manager;</p> <p>Convert the Municipality's strategy, converting that into an asset management strategy and producing plans based upon an analysis of service delivery options;</p> <p>Formulate an asset management strategy consisting of detailed plans for acquisitions and replacements, operation and maintenance as well as disposals and property segmentation classes in terms of the Municipality's policies;</p>

	<p>operational solutions and services;</p> <p>Assist with Operational Implementation of Property Department's Asset Management Plan for identified assets; and</p> <p>Assist with Operational maintenance of Annual Asset Management Plans.</p>	<p>Department mandate for identified assets;</p> <p>Implement operational solutions and services that in line with the Property Department's business plan;</p> <p>Operational Implementation of Property Department's Asset Management Plan for identified assets; and</p> <p>Operational maintenance of Annual Asset Management Plans.</p>	<p>disposals in terms of the Municipality's Policies;</p> <p>Manage all Council owned property portfolio assets, and implement approved property asset management planning systems information and tools in support of Property Department mandate;</p> <p>Implement expert solutions and services that align with Property Department's business strategy, vision and mission;</p> <p>Implement Property Department's Asset Management Plan that is optimally and efficiently utilized;</p> <p>Maintain the strategic and annual Asset Management Plans aligned with Municipality's budget; and</p> <p>Execute the asset needs acquisition management, operational and disposal plans.</p>	<p>Oversee the management of all Council owned property portfolio assets, and implement appropriate property asset management planning systems and tools in support of Property Department mandate;</p> <p>Provide expert solutions and services that align with Property Department's business strategy, vision and mission;</p> <p>Design Property Department's Asset Management plan to ensure that Municipality Property portfolio is optimally, efficiently utilized with the aim of deriving a sustainable life cycle and income stream to yield a return;</p> <p>Develop and maintain the strategic and annual asset management plans aligned with Municipality's budget, and in consultation with the Property Department; and</p> <p>Develop asset needs assessment, acquisition management, operational and disposal plans.</p>
--	---	--	---	---

EXPERIENCE	2-5 years relevant experience required.	5-8 years relevant experience required.	8 years or more relevant experience required preferably in Property Asset Management in middle management.	8 years or more relevant experience required in Property Asset Management at middle / senior management.
QUALIFICATION	A relevant post matric qualification, preferably a Certificate / Diploma or equivalent in Property Asset Management / Finance / Property valuation.	A relevant post matric qualification, preferably a Certificate / Diploma / B-Degree in Property Asset Management / Finance / Property valuation.	A relevant tertiary qualification, preferably a Diploma or B-Degree in Property Asset Management / Business Management / Finance / Property valuation.	A relevant tertiary qualification, preferably a Bachelor's Degree / equivalent or an Honours degree in Property Asset Management / Business Management / Finance / Property valuation.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	Interacts with various clients / stakeholders on a daily basis; and Answers basic questions politely and helpfully.	Demonstrates competencies from level 1; Gives options for client / stakeholders actions from a range of actions available; and Follows through on options selected by client / stakeholder within confines of laid down procedure.	Demonstrates competencies from levels 1 and 2; Ascertains a range of options for client / stakeholder action; Gives options and recommendation of preferred option to client / stakeholder; Provides reasons for preferred option; and Follows through on final decision.	Demonstrates competencies from levels 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder / groups as to best option; and Executes option and accepts consequences and accountability.

<p>2. Technical Communication</p> <p>The ability to convey technical information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.</p>	<p>Demonstrates effective oral and written communication of technical data and information;</p> <p>Attends to messages from others – correctly interprets and responds promptly and appropriately;</p> <p>Asks questions when issues appear unclear;</p> <p>Appears aware of the various media available to effectively carry technical messages; and</p> <p>Shows an understanding of the issues at hand and how best to communicate the information.</p>	<p>Demonstrates competencies from level 1;</p> <p>Organizes communication in a logical manner and prioritises issues;</p> <p>Ensures that all communication (both verbal and written) is clear and unambiguous;</p> <p>Uses terms, examples and analogies that are understood by all;</p> <p>Adapts communication content and style according to the audience, including managing body language effectively;</p> <p>Communicates effectively with people at all levels within the municipality and outside;</p> <p>Is receptive to suggestions and ideas from others in effective communication techniques; and</p> <p>Demonstrates an in-depth understanding of the issues to be communicated.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Delivers messages in a manner that gains support, commitment and agreement;</p> <p>Conveys information through various media, using a number of techniques to maintain audience attention;</p> <p>Communicates controversial, sensitive messages to stakeholders tactfully;</p> <p>Balances political views with municipal needs when communicating differing viewpoints on complex technical issues;</p> <p>Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding;</p> <p>Shows an exceptional grasp of the power of language and is very articulate;</p> <p>Demonstrates conceptual clarity when communicating (i.e. explains ideas, viewpoints very clearly); and</p> <p>Ensures all bases are covered and that all</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Is pro-active in dealing with all asset management situations and displays initiative – responding quickly to issues;</p> <p>Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders;</p> <p>Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness; and</p> <p>Ensures all communication is coordinated and integrated - not fragmented.</p>
--	--	---	---	--

			information is correct and complete.	
3. Organisational Awareness Demonstrates an awareness of the Municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the Municipality.	Demonstrates an understanding of how the municipality works; Is aware of the municipality's goals and objectives; and Is diplomatic and tactful.	Demonstrates competencies from level 1; Demonstrates an awareness of the issues impacting service delivery; Is politically aware and astute, demonstrating an understanding of the political dynamics at play in the Municipality; Understands how the municipality works and the functions of the various directorates; and Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns.	Demonstrates competencies from levels 1 and 2; Understands and internalizes the municipality's priorities and goals; and Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols.	Demonstrates competencies from levels 1 to 3; Demonstrates an understanding of the municipal and local government processes; Ensures that all communication supports equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns; Demonstrates an intimate understanding of the capabilities, nature and potential of the service; In-depth knowledge of municipality's policies and procedures; and Understands priorities, goals and issues of local government.

4. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Operates within fairly structured parameters and guidelines when solving problems; Knows when to refer problems to superior for resolution; and Shows initiative in suggesting possible solutions to certain problems.	Demonstrates competencies from level 1; Demonstrates logical, analytical reasoning and conceptual understanding; Is able to question and probe deeply about issues, using tact and diplomacy; Demonstrates competency in following through and continue with a line of questioning until the situation is completely understood; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.	Demonstrates competencies from levels 1 and 2; Demonstrates an intuitive grasp of issues and is able to link information; Looks for new ways to solve problems and Demonstrates innovative and creative thinking; Able to balance detail orientation with 'big picture' thinking; Deals effectively with unpredictability and can 'think on his / her feet'; and Comfortable with a degree of ambiguity.	Demonstrates competencies from levels 1 to 3; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Anticipates situations and can generate various solutions / options and contingency plans for problems; and May have to make judgment calls and decisions that could have significant corporate impact.
Functional Competencies				
1. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete.	Demonstrates competencies from level 1; Manages resources to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements.	Demonstrates competencies from levels 1 and 2; Organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects;	Demonstrates competencies from levels 1 to 3; Manages multiple projects; Defines roles and responsibilities for project team members and clearly communicates expectations; Sets and manages service level agreements with external service providers; Prioritises multiple resources to meet competing deadlines; and Manages multiple budgets working with a range of

			Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.	large to small service providers, artists or experts.
2. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.	Ensures proper records of financial affairs and transactions.	Demonstrates competencies from level 1; Continuously looks for new opportunities to obtain and ensure optimal utilization of funding; and Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense.	Demonstrates competencies from level 1 and 2; Will utilise the most cost-effective combination of media and communication channels and techniques to convey municipal messages to residents and stakeholders; Understands and weighs up financial implications of propositions (e.g. advertising campaigns); Procures external service providers through the municipality's Supply management system; Develops corrective measures / actions to ensure alignment of budget to financial resources; and Has in-depth knowledge of national policy and legislation impacting on municipal finance.	Demonstrates competencies from levels 1 to 3; Aligns expenditure to budgets and cash flow projections; Follows billing and payment practices as set out by the municipality; and Applies checks and balances and follow-up when service providers do not conform to standard accounting practices and action inconsistencies to resolve possible contraventions.

<p>3. Information Measuring and Monitoring</p> <p>Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<p>Captures data accurately, checking for accuracy; and Able to conduct basic data analysis.</p>	<p>Demonstrates competencies from level 1; Demonstrates competencies from previous level; Able to analyse complex data through the creation of spreadsheets and databases; and Able to summarise conclusions to analysis in order to propose certain trends.</p>	<p>Demonstrates competencies from level 1 and 2; Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs; Able to interrogate information, analyse and draw conclusions to identify trends; and Able to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage.</p>	<p>Demonstrates competencies from levels 1 to 3; Establishes what needs to be monitored; Develops monitoring systems that are easy to use and provide data that is relevant and timely; Implements tracking systems; and Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly.</p>
<p>4. Technology Usage</p> <p>Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<p>Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role; and Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the department.</p>	<p>Demonstrates competencies from level 1; Demonstrates advanced computer literacy and is able to use advanced features of relevant software packages; Is competent in the use of the relevant technology in the area; and Embraces new technology and shows a willingness to learn.</p>	<p>Demonstrates competencies from level 1 and 2; Demonstrates creativity when using various aspects of technology in the department; Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results; and Demonstrates technical expertise in the use of</p>	<p>Demonstrates competencies from levels 1 to 3; Aware of best practice and tools required to achieve this; Keeps up to date with current developments and trends; and Encourages continual update and development of new skills with regard to technology usage.</p>

			technological equipment in the area.	
Public Service Orientation Competencies				
1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.	Demonstrates a commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Understands community needs and supports delivery through timeous communication; Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary; Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; Ensures all follow-up activities are completed; and Ensures that all communication with stakeholders is a two-way process and that technologies and systems designed to support service delivery and client needs are monitored and updated (e.g. website).	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; Speaks effectively on service delivery matters as required; Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information.

<p>2. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<p>Able to establish rapport and gets on with others; and Communicates effectively.</p>	<p>Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Acknowledges contributions of others; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.</p>	<p>Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledges merits in others arguments and incorporates proposals where warranted; and Shows confidence in engagement with internal and external stakeholders.</p>	<p>Demonstrates competencies from level 1 to 3; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.</p>
<p>3. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<p>Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon; Ensures that communication has clear purpose; Ensures that communication is factual, accurate and provided on time; Communicates information in an interesting way; Pays attention and shows interest in what others are saying; Uses correct spelling, punctuation and grammar; Listens carefully to understand; and</p>	<p>Demonstrates competencies from level 1; Deals with issues directly; Clearly communicates needs and instructions; Clearly communicates decisions and the reasons behind them; Communicates face to face wherever possible if appropriate; Speaks with authority and confidence; Changes the style of communication to meet the needs of the audience; Manages group discussions effectively; Summarises information to ensure a common understanding; Supports arguments and recommendations effectively in writing;</p>	<p>Demonstrates competencies from level 1 and 2; Makes sure that people get important messages and receive decisions accurately; Delivers effective presentations to a wide variety of audiences; Uses appropriate visual aids and techniques to get the message across and help understanding; Deals with issues effectively even when under extreme pressure from the media; Considers how different audiences will interpret information; Communicates in a way that is understandable and meaningful to everyone;</p>	<p>Demonstrates competencies from level 1 to 3.</p>

	Asks questions to clarify issues.	Produces well-structured reports and written summaries; and Able to provide accurate, clear testimony in a court of law.	Checks how effective communication is to the target audience; and Takes every opportunity to reinforce important messages.	
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problem promptly, without being defensive.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from previous levels 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.).	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.

2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3. Proactively searches the environment to detect situations which might cause setbacks or failures
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge;	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and

	Shares information and knowledge with others.	Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	and shares experiences; and Promotes best practice.	Coaches and mentors others, sharing knowledge and experiences with others.
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Ability to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.

6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable administration.
Management / Leadership Competencies				
1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Has a clear sense of his / her own and team goals; and Good at establishing clear direction.	Demonstrates competencies from level 1; Sets out work for others in a well-planned and clear manner; and Provides a clear sense of purpose and focuses on successful completion of objectives.	Demonstrates competencies from previous levels 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary; Puts in place effective controls and monitoring processes to keep informed of issues and results; Moves others to action by translating objectives and	Demonstrates competencies from level 1 to 3; Recognises and rewards those employees (within his / her discretionary authority) whose actions support the attainment of goals and objectives; Defines roles and responsibilities for team members and clearly communicates expectations; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long term goals and

			<p>goals into day-to-day activities;</p> <p>Guides and motivates others to take actions that support the stated goals and objectives;</p> <p>Inspires staff with own behaviour – “walks the talk”; and</p> <p>Is forward thinking and produces innovative ideas.</p>	<p>produces more than one way of getting there; and</p> <p>Initiates and manages change in pursuit of strategic objectives.</p>
<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<p>Makes positive impact and comes across as confident professional;</p> <p>Is respected by peers and subordinates; and</p> <p>Convinces executive of viewpoints or proposals with assistance of others in authority.</p>	<p>Demonstrates competencies from level 1;</p> <p>Motivates subordinates to accomplish tasks and missions;</p> <p>Influences others effectively using a number of techniques; and</p> <p>Has credibility with staff, management and stakeholders.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals;</p> <p>Tactfully confronts and corrects others when necessary;</p> <p>Demonstrates calm around adversity;</p> <p>Is called upon to mediate conflicts and disagreements;</p> <p>Able to make unpopular decisions if it is in the best interests of the municipality;</p> <p>Shows a strength of character maintaining performance under duress and pressure; and</p> <p>Uses an in depth understanding of the interactions within a group</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Persuades political heads to adopt and implement results / outcomes of project; and</p> <p>Appears confident (authoritative & credible) when addressing formal meetings and / or the media.</p>

			to move towards a specific agenda.	
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals abilities and self-confidence; and Actively renews own personal and professional skills and applies them in a productive way in the work environment.	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the municipality; Understands municipal needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation	Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and	Demonstrates competencies from level 1; Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate; and	Demonstrates competencies from level 1 and 2; Involves and empowers team in setting and achieving goals;	Demonstrates competencies from level 1 to 3; Uses complex strategies such as team assignments, cross training, etc. to

techniques in working with others to achieve a shared goal.	Shares information and collaborates easily with others.	Works effectively with people from other municipalities / departments.	Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; Builds team spirit and cohesion across function boundaries in the respective departments; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and Creates strong morale / team spirit.	promote team morale and productivity; and Works effectively with people from other municipalities / departments and manage in a competitive environment.
---	---	--	--	---

BUILDING INSPECTOR COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Building Inspector	Building Inspector	Senior Building Inspector	Principal Building Inspector
KNOWLEDGE AND SCOPE OF WORK	Acquiring knowledge of operational execution of duties relating to Building Development Management.	Knowledge of the National Building Regulations and Building Standards Act, No 103 of 1977; A technical and operational understanding of the Building Control functions including the technical natures of Tracking Systems; and Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.	Applied knowledge of the National Building Regulations and Building Standards Act, No 103 of 1977; Demonstrated technical and operational understanding of the Building Control functions including the technical natures of Tracking Systems; and Applied knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.	Extensive knowledge of the National Building Regulations and Building Standards Act, No 103 of 1977; Advanced technical and operational understanding of the Building Control functions including the technical natures of Tracking Systems; and Extensive knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.
EXPERIENCE	0 - 2 year's appropriate experience.	3 - 5 years building industry experience.	5 - 8 years building industry experience.	More than 8 years building industry experience of which 3 years must be in a supervisory capacity.
QUALIFICATION	Matric plus a relevant National Technical Certificate (NTC) qualification;	A relevant National Diploma qualification as stipulated in the national building regulations;	A relevant National Diploma qualification as stipulated in the national building regulations;	A relevant National Diploma qualification as stipulated in the national building regulations;

	Computer literacy: MS Office; and Able to obtain a driver's license: Code EB.	Computer literacy: MS Office; Driver's License: Code EB; and Eligible to be registered as a Peace Officer (Law Enforcement Officer).	Computer literacy: MS Office; Driver's License: Code EB; and Eligible to be registered as a Peace Officer (Law Enforcement Officer).	Computer literacy: MS Office; Driver's License: Code EB; and Eligible to be registered as a Peace Officer (Law Enforcement Officer).
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional Competencies				
1. Building Development Control Ability to pre-empt or respond to safety and security problems in the development of a building / buildings.	Able to assist with the inspection of building work as required by the National Building Regulations within the prescribed timeframes; Able to assist with the reporting of contraventions in terms of the National Building Regulations and Building Standards Act; Able to prepare site inspection reports in respect of unauthorized building work for legal notices; Ensures notices are prepared and served in the right manner; and Can assist with the updating of the Application Management System.	Demonstrates competencies from level 1; Initiates self-directed activity within the patrol area; Able to apply knowledge of local non-criminal statutes and regulations for minimising community safety issues; Controls critical incidents using standard operating procedures; Exercises judgement in stressful conditions; and Ensures safety of others whilst using force.	Demonstrates competencies from level 1 and 2; Co-ordinates multiple patrol activities; Plans and co-ordinates patrol activities for special events such as festivals and protests; and Maintains confidence and self-control under duress.	Demonstrates competencies from level 1 to 3; and Able to develop strategies and procedures for dealing with community support services.

<p>2. Building Inspectorate Customer Centricity</p> <p>Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.</p>	<p>Able to provide a service to internal / external customers;</p> <p>Advises on building related issues specifically with regard to the approved building plan and the requirements of the National Building Regulations and Building Standards Act, No 103 of 1977; and</p> <p>Effectively deals with complaints received by communicating whether or not the proposed or existing activity complies with the National Building Regulations and Building Standards Act, No 103 of 1977.</p> <p>Assists with site inspections:</p> <p>Can assist with site inspections in terms of the National Building Regulations and Building Standards Act, No 103 of 1977 of all buildings under construction;</p> <p>Able to assists with coordinating site inspections with other departments (i.e. Fire, Health, sewerage, etc. contraventions, completions and Occupancy Certificates for buildings);</p> <p>Able to assists with site inspections relating to hoarding and demolition permit applications;</p> <p>Assists with building plans scrutiny; and</p>	<p>Demonstrates competencies from level 1;</p> <p>Identifies and takes action to deal with the issues and needs of different groups within the community;</p> <p>Talks to people in the community and tries to understand the social issues that affect the community;</p> <p>Identifies and builds relationships with influential people and groups within the community;</p> <p>Persuades community members of the need to co-operate with the police and law enforcement agencies;</p> <p>Actively influences the way different ethnic groups view the police and law enforcement services;</p> <p>Encourages officers and staff to learn about the issues affecting their local area;</p> <p>Finds ways of helping people to understand the different points of view within the community;</p> <p>Makes sure people understand that the service is part of the community, rather than controlling it;</p> <p>Encourage s and finds ways for different groups to give their opinions;</p> <p>Encourages and helps members of the community to</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Focuses policing plans, objective and targets on meeting the needs of the community;</p> <p>Makes sure local objectives are agreed in partnership with local statutory and voluntary agencies;</p> <p>Understands the complexity and effects of policing a variety of different communities;</p> <p>Clearly identifies and acts on the views and needs of stakeholders and customers;</p> <p>Is sensitive to the needs and interests of other organisations when working with them;</p> <p>Makes sure the organisation relates to people of all ages, backgrounds and views;</p> <p>Sets up structures and processes that encourage effective working relationships with the media;</p> <p>Explains why and how money is being spent in the organisation to stakeholders and the public;</p> <p>Shows a belief that the organisation is responsible to the local community; and</p> <p>Keeps local communities informed of progress in</p>	<p>Demonstrates competencies from level 1 to 3.</p> <p>Balances social and political needs with financial restrictions; and</p> <p>Monitors service delivery to make sure customers' needs are met.</p>
---	--	--	--	---

	Scrutinise minor work plans.	get involved in the organisation; and Promotes the interests of the Municipality to outsiders.	meeting their needs and dealing with their concerns.	
3. Legal Administration Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.	Able to assist with the processing of legal correspondence; Able to assist with update of the relevant Application Management System; and Able to assist with preparing reports and dockets for submission to Council or the Magistrate's Court as and when instructed by immediate functional supervisor.	Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusions.	Demonstrates competencies from level 1 and 2; Assists with preparing reports and dockets for submission to Council or the Magistrate's Court as and when instructed by immediate functional supervisor; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the organisation; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; and Produces imaginative responses to complex problems.	Demonstrates competencies from level 1 to 3; Makes balanced decisions that is rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.

<p>4. Negotiation and Influencing</p> <p>Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<p>Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents convincing / persuasive arguments.</p>	<p>Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved are satisfied with agreements that have been reached.</p>	<p>Demonstrates competencies from level 1 and 2; Identifies important role players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved.</p>	<p>Demonstrates competencies from levels 1 to 3; Assesses the reaction of key players and adjusts arguments accordingly; Creates a vision of the future that others can relate to and find attractive; Negotiates successful outcomes with stakeholders, gaining their support to achieve organisational objectives; Identifies the real power base in other organisations as a starting point for negotiation; and Understands outside partners' preferred approaches to agreeing solutions.</p>
<p>5. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Alert to potential conflicts of interest and follows procedures to deal with conflicts; Understands and follows municipal policies and legislation; Understands resources available in municipality to resolve ethical issues; and Able to identify risks involved in alternative courses of action.</p>	<p>Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners.</p>	<p>Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and</p>	<p>Demonstrates competencies from level 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; and Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.</p>

			Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.	
Professional Competencies				
1. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how the building development management process is executed in the municipality; Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Awareness of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and Understands the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes information toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
2. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.	Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately;	Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available;	Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Takes an intelligence-driven approach to complex situations;	Demonstrates competencies from levels 1 to 3; Advocates innovative thinking in problem solving; and Gathers information and ideas from outside to benefit the municipality.

	Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to statutes, procedures and precedents, as necessary, before making decisions; and Makes good decisions that take account of all relevant factors.	Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusion.	Identifies trends in statistical data; Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that is rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.	
3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
4. Information Management The gathering and analysis of data, in order to conclude thereon.	Obtain / extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate;	Demonstrates competencies from level 1; Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of	Demonstrates competencies from level 1 and 2; Able to analyses and identify potential significant risks from known risk sources in order to prompt management on the	Demonstrates competencies from level 1 to 3; Manage, review and analyze SCM information and conclusions;

	Check data as it is entered for obvious errors; Formalise and enhancing templates; and Managing the central repository and documents.	obvious errors or concerns; and Identifies concerns and improvement areas that need to be addressed in terms of monitoring data.	identification and mitigation thereof; Document reporting information in required formats and categories in order to assist Principal Practitioner and management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications; and Quality check data entered into management software and extract accurate reports.	Draft / Review reports and conclude on results obtained; and Maintain various electronic packages and systems required for records management
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Aware of how people and organisations function.
2. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being	Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon;	Demonstrates competencies from level 1; Deals with issues directly; Clearly communicates needs and instructions; Clearly communicates decisions and the reasons behind them;	Demonstrates competencies from level 1 and 2; Makes sure that people get important messages and receive decisions accurately; Delivers effective presentations to a wide variety of audiences;	Demonstrates competencies from level 1 to 3; Deals with issues effectively even when under extreme pressure from the media; and Considers how different audiences will interpret information.

addressed, ensuring a common understanding.	Ensures that communication has clear purpose; Ensures that communication is factual, accurate and provided on time; Communicates information in an interesting way; Pays attention and shows interest in what others are saying; Uses correct spelling, punctuation and grammar; Listens carefully to understand; and Asks questions to clarify issues.	Communicates face to face wherever possible if appropriate; Speaks with authority and confidence; Changes the style of communication to meet the needs of the audience; Manages group discussions effectively; Summarises information to ensure a common understanding; Supports arguments and recommendations effectively in writing; Produces well-structured reports and written summaries; and Able to provide accurate, clear testimony in a court of law.	Uses appropriate visual aids and techniques to get the message across and help understanding; Communicates in a way that is understandable and meaningful to everyone; Checks how effective communication is to the target audience; and Takes every opportunity to reinforce important messages.	
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.
Personal Competencies				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects;	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives;	Demonstrates competencies from level 1 to 3; Relentless in ensuring project objectives are met; and

goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.		Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Motivates the team to achieve results.
2. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.	Deals confidently with members of the public, drawing on own skills and experience; Is comfortable working alone with an appropriate level of supervision and guidance; Puts a positive view on situation and concentrates on what can be achieved; Is aware of personal stress and takes steps to manage it; Accepts criticism and praise; Controls emotions and does not get emotionally involved in disputes; Is patient when dealing with people who make complaints; Acts in a confident way when challenged; and Says 'no' when necessary.	Demonstrates competencies from level 1; Is reliable in a crisis, remains calm and thinks clearly; Sorts out conflict and deals with hostility and provocation in a calm and restrained way; Responds to challenges rationally, avoiding inappropriate emotion; and Deals with difficult emotional issues and then moves on.	Demonstrates competencies from level 1 and 2; Manages conflicting pressures and tensions; Maintains professional ethics when confronted with pressure from others; Copes with ambiguity and deals with uncertainty and frustration; and Resists pressure to make quick decisions where full consideration is needed.	Demonstrates competencies from level 1 to 3; Remains focused and in control of situations; Makes and carries through decisions, even if they are unpopular, difficult or controversial; and Stands firmly by a position when it is right to do so.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change;	Demonstrates competencies from level 1 to 3; and Manage change effectively by driving change initiatives.

			Recognises when change is necessary, develops a change implementation strategy; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and	Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable administration.

			Acts decisively against corrupt and dishonest conduct.	
Management / Leadership Competencies				
1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers.	Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates; and Able to identify own development needs.	Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations;	Demonstrates competencies from level 1 to 3; Actively involved in the retention and development of talent within the organisation; Leads by example; Actively creates development opportunities by crafting roles

			Able to identify appropriate training interventions; and Able to understand the underlying causes for non- or poor performance and to provide the appropriate support.	to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.
4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.

COMMITTEE SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Dispatcher	Committee Clerk	Admin Officer: Committees Committee Officer	Manager: Council / Committee Support
KNOWLEDGE AND SCOPE OF WORK	<p>Performs tasks associated with the collection, batching and distribution of mail and other related correspondence;</p> <p>Provide general office support; and</p> <p>Delivery of documentation and agendas originating within the division to relevant divisions.</p>	<p>Secretarial support to Council meetings through the application of laid down meeting procedures and recording proceedings at meetings;</p> <p>Preparation of minutes and agendas;</p> <p>General admin functions;</p> <p>Translation and interpreting services associated with the processing and updating of information connected with Council sittings; and</p> <p>Render a proof reading service and compiling of a database with regard to language services.</p>	<p>Performs tasks / activities associated with coordinating the logistical requirements for Council and Committee meetings;</p> <p>Provision of committee secretarial support through the application of laid down meeting procedures;</p> <p>Knowledge of municipality committee and meeting procedures and protocol;</p> <p>Related administrative tasks; and</p> <p>Monitoring and Supervision.</p>	<p>Provision of committee secretariat support to Council, Mayoral committee and Management;</p> <p>Advanced level of knowledge with regard to municipal committee functions as per governance structures and legislation; and</p> <p>Promote interface between Political sphere and Management.</p>
EXPERIENCE	6-12 months' relevant experience required.	1-2 years' relevant experience required.	3-5 years' relevant administrative experience required.	More than 5 years administrative experience required of which 3 years' or more must be managerial experience.

QUALIFICATION	Grade 10; and Code EB drivers' licence.	Grade 12; and Computer literacy: MS Office	Relevant post matric qualification, preferably an Administration or Secretarial Diploma or equivalent; and Computer literacy: MS Office	Relevant 3-year tertiary qualification, preferably a B. Degree in Administration / Public Administration; and Computer literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.	Basic reading and writing only; Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone;	Demonstrates competencies from level 1; Extensive knowledge and proficiency of Microsoft Word as well as Excel; and Above average typing speed.	Demonstrates competencies from level 1 and 2; High proficiency of MS Office.	Demonstrates competencies from level 1 to 3; and Able to manage the integration of technology in the operations of the office.
2. Written Communication The ability to communicate complex information in understandable documents for specific audiences.	Basic reading and writing skills for sorting and delivering communication to correct departments / councillors.	Demonstrates competencies from level 1; Peruses documentation relevant to the text, especially Minutes of Proceedings, By Laws and Explanatory Memoranda for correct references; Transcribes by taking into consideration the balance between speed and accuracy; Adheres to technical layout requirements of reports; Uses latitude when to deviate from the Member's actual words; Decides under which item on the index to record proceedings and speech	Demonstrates competencies from level 1 and 2; Communicate with internal departments and / or external service providers in respect of the catering requirements and / or stationery and equipment needed for specific sessions; and Compiles and distribute the Execution Letter in order to make follow up on implementation of resolutions agreed upon.	Demonstrates competencies from level 1 to 3; Edits and proof reads all agendas and minutes; Drafts internal structured and management memos and letters; and Prepares considered high quality written communication.

		<p>subjects, or creating such if it does not exist;</p> <p>Contribute towards setting up of language and orthography standards;</p> <p>Use word processing applications to prepare minutes and notifications of meetings; and</p> <p>Update committee files and records inserting attendance registers, notifications, correspondence and minutes in accordance with established referencing sequences.</p>		
<p>3. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p>	<p>Batches mail and correspondence according to location to support ease in the delivery sequence; and</p> <p>Keeps a time schedule to ensure that agendas and relevant documents are delivered timeously for upcoming meetings.</p>	<p>Demonstrates competencies from level 1;</p> <p>Identifies and allocates resources;</p> <p>Responsible for the deployment and control of the necessary equipment to undertake the work;</p> <p>Measures progress and monitors performance and results;</p> <p>Ensure that catering and stationery needs are planned ahead for set meetings;</p> <p>Circulate agendas, notifications and minutes to members;</p> <p>Adhere to technical layout requirements of reports; and</p> <p>Request notes / documentation from Council Members when necessary.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Determines tasks and resources—</p> <p>Determines project / assignment requirements by breaking them down into tasks; identifying equipment, materials and people needed; coordinating with internal and external partners;</p> <p>With reference to Council's schedule of meetings, arrange and confirm venues with due consideration given to the number of delegates attending and facilities required; and</p> <p>Allocate secretarial resources in accordance with the status and complexity of meetings and submit completed schedules for approval and execution.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Manage and monitor routing of submissions;</p> <p>Manage and use of Council resources in order to deliver an effective and efficient service; and</p> <p>Formulates work using goal setting, objectives, targets, schedules and plans with associated budgets and resources according to organization's procedures in order to achieve outputs of the unit.</p>

Functional Competencies				
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve organisational goals.	Maintains good relations with co-workers as the job requires contact with all levels of personnel of different divisions.	Demonstrates competencies from level 1; Communicates effectively and acknowledges contributions of others; and Accurately captures information in engagement with internal and external stakeholders.	Demonstrates competencies from level 1 and 2; Assigns clearly defined tasks to subordinates; Gives direction to team in meeting objectives; Facilitates team goal setting and problem solving; Manages conflict through a participatory transparent approach; and Provides insight, assistance to subordinates in promoting a culturally and racially integrated workplace.	Demonstrates competencies from level 1 to 3; Lead, direct and manage staff within the unit so that they meet objectives; Ensure employees have clear role descriptions which are linked to overall strategic objectives of the unit; and Persuades political heads to adopt and implement resolutions / outcomes arrived at in Council meetings
2. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.	Effectively allocates own time to complete work; Able to use resources optimally; Able to prioritize tasks; Remains focused on task at hand; and Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.	Demonstrates competencies from level 1; Able to prioritize multiple resources to meet competing deadlines; Compiles and maintains a register work done; Study relevant documentation for Council sittings; Consult with experienced language practitioners externally when references do not offer solutions to translation problems; and Contribute towards setting up of language and orthography standards.	Demonstrates competencies from level 1 and 2; Provide guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; Makes contingency plans; Communicate with office bearers to establish items for inclusion on the agenda and the submission of general reports and proposals supporting the agenda items; and Allocate secretarial resources in accordance with the status complexity of meetings and	Demonstrates competencies from level 1 to 3; Co-ordinate Council, Mayoral Committee, Management and other Committees; Prepare annual cycle of meetings with cut off dates; and Manage the use of Council resources in order to deliver an effective and efficient service.

			submitting completed schedules for approval and execution.	
Public Service Orientation Competencies				
1. Service Delivery orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Demonstrates a commitment to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Corrects service delivery problems promptly without being defensive.	Demonstrates competencies from level 1; Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; and Acts professionally in interaction with clients and stakeholders.	Demonstrates competencies from level 1 and 2; Ensures all follow-up activities are completed; Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards; and Creates a climate of service delivery excellence for unit.	Demonstrates competencies from levels 1 to 3; Ensures that all communication with stakeholders is a two-way process; Ensures that technologies and systems designed to support service delivery and client needs are monitored and updated; Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and Consults and utilises international best practices on service delivery innovation.
2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the City.	Is able to establish rapport and gets on with others; and Communicates effectively.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Acknowledges contributions of others; and Shows confidence in engagement with internal and external stakeholders.	Demonstrates competencies from level 1 and 2; Accurately captures others' expectations, ideas and concerns; Encourages and considers inputs of others; and Convinces others of ideas without suppressing their views.	Demonstrates competencies from levels 1 to 3; Acknowledges merits in others' arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships; Is able to be direct and forthright as well as diplomatic and tactful;

				Handles sensitive one-on-one discussions effectively (does not disclose sensitive information); and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
3. Customer orientation and customer focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive.	Demonstrates competencies from level 1; Supports others to take personal responsibility to deliver excellent customer service; Understands the client's issues and seeks information about their current and future requirements; and Takes specific and sustained action to implement the client service vision.	Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations.	Demonstrates competencies from levels 1 to 3; Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; and Ensures response times are quick.
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; and Relentlessly pushes teams and directs meeting project objectives.

2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job;	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from level 1 and 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.

		Seeks on-going support for own limitations (e.g. from coach or mentor) Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.		
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviors when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategizes to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organizational impact in consultation with the stakeholders.
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others;	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises;	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.

service and to adhere to codes of good corporate governance.	Takes responsibility for own actions.	Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	
Management / Leadership Competencies				
1. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; Provides guidance to others and focuses on successful completion of objectives; and Motivates self and others to produce quality work within deadline.	Demonstrates competencies from level 1 and 2; Sets out work for others in a well-planned and clear manner; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary; Puts in place effective controls and monitoring processes to keep informed of issues and results; and Inspires staff with own behaviour – ‘walks the talk’.	Demonstrates competencies from levels 1 to 3; Is forward thinking and produces innovative ideas; Defines roles and responsibilities for team members and clearly communicates expectations; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Grasps and articulates the big picture and its implications; and Maintains a clear focus on the long-term goals and produces more than one way of getting there.
2. Team Orientation The ability to inspire a positive attitude in others and be able to influence others effectively.	Shows initiative and confidence in dealing with others; Is able to function effectively as a team member; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; Works effectively with people from other departments; and Participates actively as a member of a team to move the team towards the attainment of goals.	Demonstrates competencies from level 1 and 2; Listens to and fully involves others in team decisions; Encourages team approach to problem solving; Recognises and respects the value of diverse views;	Demonstrates competencies from level 1 to 3; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); Uses complex strategies, such as team assignments and cross training, to promote

			<p>Draws on diverse backgrounds, skills and knowledge of team members;</p> <p>Builds team spirit and cohesion within the unit; and</p> <p>Creates strong morale / team spirit.</p>	<p>team morale and productivity; and</p> <p>Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate.</p>
<p>3. Coaching and mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<p>Shares knowledge and information with peers;</p> <p>Understands own limitations; and</p> <p>Articulates tasks and expectations and sets realistic standards.</p>	<p>Demonstrates competencies from level 1;</p> <p>Anticipates mistakes and freely offers assistance without being overbearing;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Encourages 'on-the-job' training and the acquisition of new skills.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Empowers others and distributes the workload appropriately;</p> <p>Encourages self-reliance and allows staff to make and learn from mistakes; and</p> <p>Sets challenging tasks that stretches individuals' abilities and self-confidence.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support;</p> <p>Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders;</p> <p>Is actively involved in the retention and development of talent within the unit;</p> <p>Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style; and</p> <p>Provides individuals with guidance on how to handle new or difficult situations.</p>

COMMUNICATION COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Entry level Professional Level Media Liaison Officer Public Relations Officer Internal Communications Officer Marketing Officer Digital Systems Officer	Higher Level Professional Media Coordinator Snr Media Liaison Officer Snr Public Relations Officer Snr Internal Communications Officer Snr Marketing Officer Snr Digital Systems Officer	Smaller function Head Public Relations Manager Internal Communications Manager Marketing Manager Brand Manager Digital Systems Manager Publications Head	Larger function Head Media Manager Senior Public Relations Manager Senior Public Affairs Manager Senior Marketing Manager Senior Brand Manager
KNOWLEDGE AND SCOPE OF WORK	Operational internal / external communication and / or public relations work to build and maintain a positive reputation for and awareness of the organisation.	Coordination of internal / external communication and public relations programmes to build and sustain a positive reputation for the organisation.	Management of the business activities of a specialist branch / function within a larger department; and Would include the management of staff / service providers and relevant business activities.	Management of the business activities of a larger, more complex and diverse specialist branch / function within a larger department; and The management of staff / service providers and relevant business activities.
EXPERIENCE	0-2 years' relevant experience.	2-5 years relevant experience required.	5-8 years' relevant experience at a senior practitioner level is required.	8 years re more relevant experience at a senior practitioner level is required.
QUALIFICATION	Relevant post matric ICT certificate / diploma in the relevant profession.	Relevant 3 year tertiary qualification, preferably a diploma / national diploma or degree.	Relevant 3 year tertiary qualification, preferably a diploma / national diploma or degree.	Relevant 3 year tertiary qualification, preferably a diploma / national diploma or degree.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Communication The ability to convey information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and ensures understanding of the message.	Demonstrates effective oral and written communication skills; Attends to communication messages of the organization – correctly interprets and responds promptly and appropriately; Able to interrogate when communication is unclear; Familiar with various communication platforms; Good understanding of specific platforms / tools that individual is responsible for; Demonstrates an understanding of the issues in the environment and how best to disseminate communication messages; and Able to communicate at multiple levels depending on the target audience.	Demonstrates competencies from level 1; Able to operate within functional area without direct supervision; Organize work in a logical manner and prioritize issues; Conveys information through various communication platforms, either directly, or in consultation with other functionaries; Ensures that all communication (both verbal and written) is clear and unambiguous; Adapts communication content and style according to the audience, including managing body language effectively; Able to be allocated specific assignments and to work without direct supervision; Is receptive to suggestions and ideas from others; and Demonstrates an in-depth understanding of the issues to be communicated.	Demonstrates competencies from levels 1 and 2; Designs and implements business plan for the function responsible for; Develops communication strategies; Manages campaigns; Management of day to day work activities within the function; Able to take on complex communication tasks, develop and communicate messages appropriately to obtain understanding; Balances political views with organisational needs when communicating; Ensures all bases are covered and all information is correct and complete; Manages unplanned and urgent communication; Proactively deals with issues before they become a crisis; Able to execute high level stakeholder management and liaison; and Liaises closely with other function heads to ensure completeness of messaging.	Demonstrates competencies from levels 1 to 3; and Note: Level 4 practitioners are responsible for larger, more diverse functions and need to be capable of managing the higher degree of complexity, diversity and significance of issues.

<p>2. Organisational Awareness</p> <p>Demonstrates an awareness of the municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the municipality.</p>	<p>Has an understanding of the mandate of the organization and how the organization works; Aware of the municipality's programs and priorities, goals and objectives; Diplomatic and tactful; and Familiar with the relevant legislative framework governing the municipality / organization.</p>	<p>Demonstrates competencies from level 1; Demonstrates an understanding of the mandate of the organization and how it works; Demonstrates an awareness of the issues impacting service delivery; Is politically aware and astute; Understands how the municipality works and the functions of the various directorates; Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns; and Is knowledgeable about all the relevant legislation and protocols.</p>	<p>Demonstrates competencies from levels 1 and 2; Understands and internalizes the municipality's priorities and goals; and Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols.</p>	<p>Demonstrates competencies from levels 1 to 3; and Aligns communication strategies to the mandate of the organization</p>
<p>3. Conceptual Thinking</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.</p>	<p>Operates within fairly structured parameters and guidelines when solving problems; Knows when to refer problems to superior for resolution; and Shows initiative in suggesting possible solutions to certain problems.</p>	<p>Demonstrates competencies from level 1; Demonstrates logical, analytical reasoning and conceptual understanding; Able to question and probe deeply about issues, using tact and diplomacy; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.</p>	<p>Demonstrates competencies from levels 1 and 2; Demonstrates an intuitive grasp of issues and is able to link information; Looks for new ways to solve problems and Demonstrates innovative and creative thinking; Able to balance detail orientation with 'big picture' thinking; Deals effectively with unpredictability and can 'think on his / her feet'; and</p>	<p>Demonstrates competencies from levels 1 to 3; and Makes judgment calls and decisions that could have significant corporate impact.</p>

			Comfortable with a degree of ambiguity.	
Functional Competencies				
1. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete.	Demonstrates competencies from level 1; Manages resources within function to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements.	Demonstrates competencies from levels 1 and 2; Plans, organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.	Demonstrates competencies from levels 1 to 3; Defines roles and responsibilities for project team members and clearly communicates expectations; Sets and manages service level agreements with contractors; Manages multiple projects/programmes; Prioritises multiple resources to meet competing deadlines and to ensure effective completion of deliverables; Manages multiple budgets; Manages the contractual aspects, ensuring that all work is performed in accordance to the contract; Manages and effects contractual changes and re- negotiates variations in a legally appropriate forum; and Complies with statutory requirements and apply policies in a consistent manner.
2. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.	Aware of the MFMA and what it seeks to achieve; Ensures proper records of financial affairs and transactions; and	Demonstrates competencies from level 1; Understands the MFMA and what it seeks to achieve; Works with the funding allocated on a specific project	Demonstrates competencies from levels 1 and 2; Ensures that the function's communication tools are most appropriately used to convey messages – including	Demonstrates competencies from levels 1 to 3; Understands, analyses and monitors financial reports;

	Follows billing and payment practices as set out by the municipality.	/ initiative to ensure optimal spend within the rules and restrictions of the financial system; and Reports irregular / problematic expenditure to management.	collaborating with other disciplines in the Municipality / department to ensure optimal conveyance of messages; Understands and weighs up financial implications of propositions (e.g. advertising campaigns); Adheres to Supply Chain management processes when procuring external services; and Develops corrective measures / actions to ensure alignment of budget to financial resources.	Ensures proper records of financial affairs and transactions; Prepares financial reports and guidelines based on prescribed format; Aligns expenditure to budgets and cash flow projections; Assess, identify and manage financial risks; Assume a cost saving approach to financial management; and Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget.
3. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.	Captures data accurately, checking for accuracy; and Able to conduct basic data analysis.	Demonstrates competencies from level 1; Able to analyse more complex data through the creation of spreadsheets and databases; and Able to summarize conclusions.	Demonstrates competencies from levels 1 and 2; Establishes what needs to be monitored; Develops monitoring systems that are easy to use and provide data that is relevant and timely; Analyses and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication, or to anticipate particular service delivery needs; Able to interrogate information, analyse and draw conclusions to identify	Demonstrates competencies from levels 1 to 3; and Manages the development, implementation and control of monitoring systems.

			trends and make recommendations; and Able to determine the tone of functional communication with a view of coming up with the necessary communication interventions.	
4. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.	Basic to intermediate level of computer literacy; and Able to use specialist systems / packages at beginners and intermediate level.	Demonstrates competencies from level 1; Demonstrates more advanced computer literacy; and Demonstrates an ability to use the specialist systems / packages pertinent to position at a more advanced level.	Demonstrates competencies from levels 1 and 2; Demonstrates creativity when using various aspects of technology in the branch / function; Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results; and Demonstrates technical expertise in the use of technological equipment in the area.	Demonstrates competencies from levels 1 to 3; and Manages the effective usage of technology to support operations.
Public Service Orientation Competencies				
1. Service Delivery orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Demonstrates a commitment to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Demonstrates strong commitment to addressing communication queries / providing information.	Demonstrates competencies from level 1; Researches needs of clients; Consults clients and stakeholders on ways to improve communication around their services within the specific discipline / issue; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Understands community needs and supports delivery through timeous communication; Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary using the tools within functional area;	Demonstrates competencies from levels 1 to 3; and Ensures all follow-up activities are completed.

			<p>Identifies and analyses opportunities where innovative ideas can lead to improved communication;</p> <p>Ensures all follow-up activities are completed;</p> <p>Ensures that all communication with stakeholders is a two-way process where possible, and that technologies and systems designed to support service delivery and client needs are monitored and updated (e.g. website); and</p> <p>Liaises with other functional areas in the department to ensure holistic communication is conducted.</p>	
<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the City.</p>	<p>Able to establish rapport and gets on with others; and</p> <p>Communicates effectively.</p>	<p>Demonstrates competencies from level 1;</p> <p>Relates to people at all levels of the organization;</p> <p>Acknowledges contributions of others;</p> <p>Accurately captures others expectations, ideas and concerns; and</p> <p>Encourages and considers inputs of others.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Convinces others of ideas without suppressing their views;</p> <p>Acknowledges merits in others arguments and incorporates proposals where warranted; and</p> <p>Shows confidence in engagement with internal and external stakeholders.</p>	<p>Demonstrates competencies from levels 1 to 3.</p> <p>Negotiates skilfully in tough situations with both internal and external stakeholders;</p> <p>Wins concessions without damaging relationships; and</p> <p>Able to be both direct and forthright as well as diplomatic and tactful.</p>
<p>3. Customer orientation and customer focus</p> <p>Understands the service needs of a client / customer (internal or</p>	<p>Understands the range of clients to be served;</p> <p>Takes personal responsibility for providing excellent service quality; and</p>	<p>Demonstrates competencies from level 1;</p> <p>Supports others to take personal responsibility to</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Demonstrates personal commitment to the client</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Monitors client satisfaction feedback to ensure provision of quality service, analyses</p>

external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Corrects problems promptly, without being defensive.	deliver excellent customer service; Understands the client's issues and seeks information about their current and future requirements; and Takes specific and sustained action to implement the client service vision.	service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations.	trends and proposes solutions; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; and Ensures response times are quick.
Personal				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self-starter; and Meets deadlines.	Demonstrates competencies from level 1; Willing to take on new challenges; Pushes self and motivates others for results; Sets challenging goals; and Displays a drive to do things better.	Demonstrates competencies from level 1 and 2; Creates an action oriented culture that supports the department in achieving its goals; Successfully completes projects with time and budget allocations; Relentlessly pursues project objectives; and Drive to meet deadlines and motivates others to do the same.	Demonstrates competencies from levels 1 to 3; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; Sets challenging goals for self and for the team; Pushes self and motivates others for results; and Sets challenging goals.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Stays calm and focussed under pressure.	Demonstrates competencies from level 1; Continues to attempt to improve, despite setbacks or other constraints; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Responds constructively to adverse situations and has calming influence on others; Able to 'think on their feet' and respond quickly to situations Plans and initiates new ways forward; and Initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

<p>3. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<p>Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.</p>	<p>Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.</p>	<p>Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Promotes transparent and accountable administration; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Fosters a culture of ethical behaviour.</p>	<p>Demonstrates competencies from level 1 to 3; and Acts decisively against corrupt and dishonest conduct; reports fraud, corruption, nepotism and maladministration.</p>
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement and to adapt to changing circumstances.</p>	<p>Shows willingness to learn new things and acquire knowledge; Seeks ongoing support for own limitations (e.g. from coach or mentor); and Copes effectively with change.</p>	<p>Demonstrates competencies from level 1; Engages in regular external activities in the process of further development; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Willing to try new approaches in order to develop a better way of doing things; Learns from experience – does not repeat mistakes; Takes on challenging and unfamiliar assignments; and Demonstrates an ability to read a situation and adapt to changing circumstances.</p>	<p>Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.</p>	<p>Demonstrates competencies from levels 1 to 3; Promotes best practice and is networked within the industry; and Creates a learning environment.</p>

Management / Leadership Competencies				
1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Has a clear sense of his / her own and team goals; and Good at establishing clear direction.	Demonstrates competencies from level 1; Sets out work for others in a well-planned and clear manner; and Provides a clear sense of purpose and focuses on successful completion of objectives.	Demonstrates competencies from levels 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks within functional area; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary; Puts in place effective controls and monitoring processes to keep informed of issues and results; Moves others to action by translating objectives and goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives; Inspires staff with own behaviour – “walks the talk”; and Is forward thinking and produces innovative ideas.	Demonstrates competencies from levels 1 to 3; Offers direction when collaborating with other functional areas in the organisation; and Interacts with other functional areas to ensure consistency of work.
2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes a positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executive of viewpoints or proposals with	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions;	Demonstrates competencies from levels 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals;	Demonstrates competencies from levels 1 to 3; and Note: larger function heads will interact with top Management and the political levels from time to time on specific issues.

	assistance of others in authority.	Influences others effectively using a number of techniques; and Has credibility with staff, management and stakeholders.	Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; Able to make unpopular decisions if it is in the best interests of the organization; Shows strength of character maintaining performance under duress and pressure; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.	
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; and Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for poor performance and to provide the appropriate support; and Actively renews own personal and professional skills and applies them in a productive way in the work environment.	Demonstrates competencies from levels 1 to 3; and Sets challenging tasks that stretches individuals' abilities and self-confidence
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques	Shows initiative and confidence in dealing with others; Able to function in a multi-disciplinary team; and	Demonstrates competencies from level 1; Able to function independently within own discipline;	Demonstrates competencies from levels 1 and 2; Involves and empowers team in setting and achieving goals;	Demonstrates competencies from levels 1 to 3; and Empowers team in setting and achieving goals.

in working with others to achieve a shared goal.	Shares information and collaborates easily with others.	Able to lead a project team within own discipline; and Works effectively with people from other organizations / departments.	Encourages team approach to problem solving; Recognizes and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; Builds team spirit and cohesion across function boundaries in the respective functions; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and Creates strong morale / team spirit.	
--	---	--	--	--

DISASTER MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.) FUNCTIONAL AREAS Disaster Risk Prevention and Reduction stream; Disaster Mitigation Stream Disaster Preparedness and Response Stream Disaster Recovery and Rehabilitation Stream Emergency Communications Officer / Control Room Operator	Assistant Disaster (Risk) Management Officer	Disaster (Risk) Management Officer	Senior Disaster (Risk) Management Officer	Deputy Chief Disaster (Risk) Management Officer Portfolio Head	Manager (Chief) Disaster (Risk) Management centre Head: DRM Centre
KNOWLEDGE AND SCOPE OF WORK	Demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines related to D(R)M (Disaster (Risk) Management), in addition to the fundamental areas and understanding of the key terms, rules, concepts, established principles and theories	Demonstrate an informed understanding of the core areas of D(R)M, disciplines or practices and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of the field, discipline or practice. Leads operational planning;	Demonstrate detailed knowledge of the main areas of D(R)M, disciplines or practices, including an understanding of and an ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice - to unfamiliar but relevant contexts; and demonstrate	Demonstrate integrated knowledge of the central areas of one or more fields of D(R)M, disciplines or practices, including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice;	Demonstrate knowledge of and engagement in an area at the forefront of D(R)M, discipline or practice; Demonstrate an understanding of the theories, research methodologies, methods and techniques relevant to the D(R)M, discipline or practice; Demonstrate an understanding of how to apply

	<p>in one or more fields in Disaster (Risk) Management;</p> <p>Supports and participates in operational planning; and</p> <p>Knowledge of and able to perform project administration.</p>	<p>Supports and participates in tactical planning; and</p> <p>Knowledge of and able to perform project management support.</p>	<p>knowledge of D&M or areas of specialisation and how that knowledge relates to other fields, disciplines or practices;</p> <p>Leads operational and tactical planning;</p> <p>Supports and participates in strategic planning; and</p> <p>Knowledge and experienced in project and programme management.</p>	<p>Demonstrate detailed knowledge of D(R)M or areas of specialisation and how that knowledge relates to other fields, disciplines or practices;</p> <p>Leads operational, tactical and strategic planning; and</p> <p>Knowledge and experienced in project and programme management.</p>	<p>this knowledge in a particular context;</p> <p>Leads complex strategic planning, provides frameworks and guidelines for tactical and operational planning; and</p> <p>Knowledge and experienced in project and programme management.</p>
EXPERIENCE	0 - 2 years' experience	3 - 5 years' experience in the field of Disaster (Risk) Management	5 - 8 years' experience in the field of Disaster (Risk) Management of which 2 at D(R)M Officer level	Minimum 8 years or more experience in the field of Disaster (Risk) Management of which 2 at Senior level	More than 8 years of experience in senior management, within disaster management.
QUALIFICATION	<p>Matric</p> <p>Code EB drivers' licences</p> <p>Physically fit</p> <p>Computer Literacy: MS Office</p>	<p>Relevant tertiary qualification preferably in Disaster (Risk) Management</p> <p>DMISA Registration: Technician</p> <p>Computer Literacy: MS Office</p>	<p>Relevant tertiary qualification preferably in Disaster (Risk) Management</p> <p>DMISA Registration: Associate</p> <p>Computer Literacy: MS Office</p>	<p>Bachelors Degree / Advanced Diploma in Disaster (Risk) Management</p> <p>DMISA Registration: Practitioner</p> <p>Computer Literacy: MS Office</p>	<p>Minimum Honours or Post Graduate Diploma in Disaster (Risk) Management</p> <p>DMISA Registration: Professional</p> <p>Computer Literacy: MS Office</p>

COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Functional / Technical and Professional Competencies					
1. Disaster (Risk) Management The ability to identify and assess risk, and manage resources for dealing with emergencies in order to reduce the impact of disasters.	Demonstrated ability to assist / participate in the structured implementation of measures aimed at: Prevention or reduction of the risk of disasters; Mitigation of the severity of the consequence of disasters; Emergency preparedness; Rapid and effective response to disasters; and Post-disaster recovery and rehabilitation.	Demonstrates competencies from level 1; Contributes to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures to mitigate disasters, manage preparedness and responses to emergency situations and post disaster recovery.	Demonstrates competencies from level 1 and 2; Supervises and continuously integrate multi-disciplinary and multi-sector process of planning and implementation of measures to prevent or reduce the risk of disasters, mitigate the severity thereof, manage the preparedness and responses to emergency situations and post disaster recovery.	Demonstrates competencies from level 1 to 3; Manages a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures to prevent or reduce the risk of disasters, mitigate the severity thereof, manage the preparedness and responses to emergency situations and post disaster recovery.	Demonstrates competencies from level 1 to 4; Direct, plan, lead and control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures to prevent or reduce the risk of disasters, mitigate the severity thereof, manage the preparedness and responses to emergency situations and post disaster recovery.
2. Disaster Risk Prevention and Reduction The ability to assess, anticipate and reduce the risk of disasters.	Demonstrated ability to assist / participate in the structured implementation of measures aimed at: Stopping a disaster from occurring or preventing an occurrence from becoming a disaster; Anticipating future disaster risk; Reducing existing exposure, hazard and vulnerability; and Building community resilience.	Demonstrates competencies from level 1; Contributes to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures to stop disasters or prevent an occurrence from becoming a disaster, anticipation of future disaster risk, reducing	Demonstrates competencies from level 1 and 2; Supervises and continuously integrate multi-disciplinary and multi-sector process of planning and implementation of measures to stop disasters or prevent an occurrence from becoming a disaster, anticipation of future disaster risk, reducing existing exposure,	Demonstrates competencies from levels 1 to 3; Manages a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures to stop disasters or prevent an occurrence from becoming a disaster, anticipation of future disaster risk, reducing existing exposure, hazard and vulnerability, and	Demonstrated competencies from level 1 to 4; Direct, plan, lead and control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures to stop disasters or prevent an occurrence from becoming a disaster, anticipation of future disaster risk, reducing existing exposure, hazard and vulnerability, and building community resilience.

		existing exposure, hazard and vulnerability, and building community resilience.	hazard and vulnerability, and building community resilience.	building community resilience.	
3. Disaster Mitigation Planning and implementing proactive measures to reduce the impact of risks and disasters.	Demonstrated ability to assist / participate in the structured implementation of measures aimed at: Lessening the potential adverse impacts of natural and human-induced physical hazards through actions that reduce hazard, exposure and vulnerability; and Reducing the sources and enhancing the mitigation capacity for disaster risks and climate change.	Demonstrates competencies from level 1; Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures to lessen the potential adverse impacts of natural and human-induced physical hazards; Able to implement actions that reduce hazard, exposure and vulnerability; and Reduces the sources and enhance the mitigation capacity for disaster risks and climate change.	Demonstrates competencies from level 1 and 2; Perform a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures to lessen the potential adverse impacts of natural and human-induced physical hazards; Able to offer input to strategy and implementation plans that reduce hazard, exposure and vulnerability; and Reduces the sources and enhance the mitigation capacity for disaster risks and climate change.	Demonstrates competencies from levels 1 to 3; Manage a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures to lessen the potential adverse impacts of natural and human-induced physical hazards; Able to devise strategy and implementation plans that reduce hazard, exposure and vulnerability; and Reduces the sources and enhance the mitigation capacity for disaster risks and climate change.	Demonstrates competencies from levels 1 to 4; Direct, plan, lead and control a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures to lessen the potential adverse impacts of natural and human-induced physical hazards; Able to direct strategy and implementation plans that reduce hazard, exposure and vulnerability; and Reduces the sources and enhance the mitigation capacity for disaster risks and climate change.
4. Disaster Preparedness and Response Ability to prepare for and reduce the impact of disasters and effectively manage consequences in the event of a disaster.	Assist / Participate in the structured implementation of measures aimed at: Participating in establishing a state of readiness which enables organs of state and other institutions	Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures aimed at:	Supervision and continuous integration of multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: Supervising / integrating the	Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: Managing the establishment of a state of readiness which	Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: Directing the establishment of a state of readiness which

	involved in disaster management, the private sector, communities and individuals to mobilise, organise and provide relief measures to deal with an impending or current disaster or the effects of the disaster; and Assists / participate in the development of knowledge and capacities among government departments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.	Contributing to the establishment of a state of readiness which enables organs of state and other institutions involved in disaster management, the private sector, communities and individuals to mobilise, organise and provide relief measures to deal with an impending or current disaster or the effects of the disaster; and Contributing to the development of knowledge and capacities among government departments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.	establishment of a state of readiness which enables organs of state and other institutions involved in disaster management, the private sector, communities and individuals to mobilise, organise and provide relief measures to deal with an impending or current disaster or the effects of the disaster; and Supervising / integrating the development of knowledge and capacities among government departments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.	enables organs of state and other institutions involved in disaster management, the private sector, communities and individuals to mobilise, organise and provide relief measures to deal with an impending or current disaster or the effects of the disaster; and Managing the development of knowledge and capacities among government departments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.	enables organs of state and other institutions involved in disaster management, the private sector, communities and individuals to mobilise, organise and provide relief measures to deal with an impending or current disaster or the effects of the disaster; and Directing the development of knowledge and capacities among governments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.
5. Disaster Recovery and Rehabilitation	Assist / Participate in the structured implementation of efforts, including development, aimed at:	Contribute to a continuous and integrated multi-disciplinary and multi-sector process of	Supervision and continuous integration of multi-disciplinary and multi-sector process of planning	Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation	Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and

Assisting and enabling the restoration and recovery of facilities, livelihoods and living conditions of disaster-affected communities.	Creating a situation where normality in conditions caused by a disaster is restored by the restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors Mitigating the effects of a disaster; and Creating circumstances that will reduce the risk of a similar disaster occurring.	structured planning and implementation of efforts, including development, aimed at: Creating a situation where normality in conditions caused by a disaster is restored by the restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors Mitigating the effects of a disaster; and Creating circumstances that will reduce the risk of a similar disaster occurring.	and implementation of measures aimed at: Creating a situation where normality in conditions caused by a disaster is restored by the restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors Mitigating the effects of a disaster; and Creating circumstances that will reduce the risk of a similar disaster occurring.	of efforts, including development, aimed at: Creating a situation where normality in conditions caused by a disaster is restored by the restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors Mitigating the effects of a disaster; and Creating circumstances that will reduce the risk of a similar disaster occurring.	implementation of efforts, including development, aimed at: Creating a situation where normality in conditions caused by a disaster is restored by the restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors Mitigating the effects of a disaster; and Creating circumstances that will reduce the risk of a similar disaster occurring.
6. Disaster operations and emergency communications and control Planning, co-ordinating and controlling disaster operations and emergency communications.	Assist / Participate in the structured implementation of measures aimed at: Supporting disaster operations from a central control facility; Providing emergency communications support to emergency and essential services during normal and emergency operations; Issuing authorised early warning and public	Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of measures aimed at: Supporting disaster operations from a central control facility; Providing emergency communications support to emergency and essential services	Supervision and continuous integration of multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: Controlling disaster operations from a central control facility; Providing emergency communications support to emergency and essential services	Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: Managing disaster operations from a central control facility; Providing emergency communications support to emergency and essential services during normal and emergency operations;	Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of measures aimed at: Planning and managing disaster operations from a central control facility; Planning and managing emergency communications support to emergency and essential services during

	<p>safety advisory messages;</p> <p>Providing a public-facing emergency communications interface for incoming and outgoing emergency communications; and</p> <p>Supporting the control of normal and emergency operations of a disaster management component.</p>	<p>during normal and emergency operations;</p> <p>Issuing and controlling authorised early warning and public safety advisory messages;</p> <p>Providing a public-facing emergency communications interface for incoming and outgoing emergency communications; and</p> <p>Supporting the control of normal and emergency operations of a disaster management component.</p>	<p>during normal and emergency operations;</p> <p>Issuing, controlling and participating in developing authorised early warning and public safety advisory messages;</p> <p>Controlling a public-facing emergency communications interface for incoming and outgoing emergency communications; and</p> <p>Providing the control of normal and emergency operations of a disaster management component.</p>	<p>Developing and managing the authorisation of early warning and public safety advisory messages;</p> <p>Managing a public-facing emergency communications interface for incoming and outgoing emergency communications; and</p> <p>Managing the control of normal and emergency operations of a disaster management component.</p>	<p>normal and emergency operations;</p> <p>Planning, developing and authorising early warning and public safety advisory messages;</p> <p>Planning and managing a public-facing emergency communications interface for incoming and outgoing emergency communications; and</p> <p>Planning and managing the control of normal and emergency operations of a disaster management component.</p>
<p>7. Emergency operations management</p> <p>Ability to apply principles and procedures of Emergency Management in the event of incidents and disasters.</p>	<p>Participate in and implement structured operations using standard operating procedures and field operations guidelines; and</p> <p>Supports incident management structures.</p>	<p>Demonstrates competencies from level 1;</p> <p>Supports operational multi-agency coordination and unified command structures during major incidents and disasters; and</p> <p>Participates in incident management structures.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Leads operational and supporting tactical multi-agency coordination and unified command structures during major incidents and disasters involving multiple jurisdictions and complex emergencies</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Leads operational and managing tactical and supporting strategic multi-agency coordination and unified command structures during major incidents and disasters involving multiple jurisdictions and complex emergencies</p>	<p>Demonstrates competencies from level 1 to 4;</p> <p>Leads strategic and tactical multi-agency coordination and unified command structures during major incidents and disasters involving multiple jurisdictions and complex emergencies</p>

<p>8. Disaster risk assessment and profiling</p> <p>Ability to identify and analyse potential risks and hazards.</p>	<p>Participates in structured data collection for focused disaster risk assessment.</p>	<p>Demonstrates competencies from level 1; Conducts focused disaster risk assessments; and Participates in comprehensive all-hazard disaster risk assessments.</p>	<p>Demonstrates competencies from level 1 and 2; Conducts and interprets focused disaster risk assessments; and Supports comprehensive all-hazard disaster risk assessments aimed at determining the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend.</p>	<p>Demonstrates competencies from level 1 to 3; Conducts and interprets comprehensive all-hazard disaster risk assessments; Manages the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend; and Participates in project definition and execution.</p>	<p>Demonstrates competencies from level 1 to 4; Designs and leads comprehensive all-hazard disaster risk assessments aimed at determining the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend; and Interprets the results of risk assessments and leads project definition and execution.</p>
<p>9. Disaster risk education, training and public awareness</p> <p>Promote disaster risk management through public information campaigns, education and training, and liaison with communities.</p>	<p>Assist / Participate in the structured implementation of disaster risk education, training, public awareness and research; Support media liaison during emergency situations within structured standard operating procedures; and Executes structured disaster management</p>	<p>Demonstrates competencies from level 1; Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of disaster risk education, training, public awareness and research;</p>	<p>Demonstrates competencies from level 1 and 2; Perform a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster risk education, training, public awareness and research;</p>	<p>Demonstrates competencies from level 1 to 3; Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster risk education, training, public awareness and research; Manage media liaison during emergency situations; and</p>	<p>Demonstrates competencies from level 1 to 4; Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster risk education, training, public awareness and research; Manage media liaison during emergency situations; and Champions disaster management public</p>

	public awareness, preparedness and education campaigns.	Support media liaison during emergency situations; and Implements structured and ad-hoc disaster management public awareness, preparedness and education campaigns and opportunities.	Controls media liaison during emergency situations; Plans the implementation of structured disaster management public awareness, preparedness and education campaigns; and Implements ad-hoc disaster management public awareness, preparedness and education campaigns and opportunities.	Plans and implements disaster management public awareness, preparedness and education campaigns.	awareness, preparedness and education campaigns.
10. Disaster information management and communication Gathering, analysis and communication of disaster information and data.	Assist / Participate in the structured implementation of disaster information management and communication; and Demonstrate a basic ability in gathering relevant information, analysis and evaluation and an ability to apply and carry out actions by interpreting information from text and operational symbols or representations.	Demonstrates competencies from level 1; Contribute to a continuous and integrated multi-disciplinary and multi-sector process of structured planning and implementation of disaster information management and communication; and Demonstrate an ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply	Demonstrates competencies from level 1 and 2; Perform a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster information management and communication; and Demonstrate an ability to evaluate different sources of information; to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and	Demonstrates competencies from level 1 to 3; Manage a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster information management and communication; and Demonstrate an ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information, and evaluate	Demonstrates competencies from level 1 to 4; Direct, Plan, Lead and Control a continuous and integrated multi-disciplinary and multi-sector process of planning and implementation of disaster information management and communication; and Demonstrate an ability to design and implement a strategy for the processing and management of information in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights.

		basic processes of analysis, synthesis and evaluation on that information.	evaluation to that information.	and manage the information.	
11. Problem solving The ability to identify potential problems, break the problem into components and develop potential solutions for implementation.	Demonstrates an ability to recognise and solve problems within a familiar, well-defined context. Grows to demonstrate an ability to use own knowledge to select and apply known solutions to well-defined routine problems.	Demonstrates competencies from level 1; Demonstrates an ability to use own knowledge to select appropriate procedures to solve problems within given parameters; Grows to demonstrate an ability to use own knowledge to solve common problems within a familiar context; and Able to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions.	Demonstrates competencies from level 1 and 2; Demonstrates an ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice demonstrating an understanding of the consequences. Grows to demonstrate an ability to identify, analyse, and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.	Demonstrates competencies from level 1 to 3; Demonstrates an ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments. Grows to demonstrate an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice.	Demonstrates competencies from level 1 to 4; Demonstrates an ability to use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field, discipline or practice; and an understanding of the consequences of any solutions or insights generated within a specific context. Grows to demonstrate an ability to apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems.

12. Discipline Specific Understanding and application of Disaster Risk Management methods, techniques and procedures	Demonstrates an ability to apply essential methods, procedures and techniques of DRM to a given familiar context and an ability to motivate for change using relevant evidence.	Demonstrates competencies from level 1; and Demonstrate an ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.	Demonstrates competencies from level 1 and 2; and Demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation, or application within a defined context.	Demonstrates competencies from level 1 to 3; Demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and Demonstrate an ability to select and apply a range of methods to resolve problems or introduce change within DRM practice.	Demonstrates competencies from level 1 to 4; and Demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.
Personal Competencies					
1. Accountability and Ethical conduct The ability to acknowledge and assume responsibility for one's own work in an ethical manner	Demonstrate a capacity to take decisions about and responsibility for actions and a capacity to take the initiative in addressing any shortcomings found; Conducts self in accordance with organisational values; and Undertakes roles in a sincere and honest manner	Demonstrates competencies from level 1; and Demonstrate an ability to account for your own actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources where appropriate.	Demonstrates competencies from level 1 and 2; and Demonstrate an ability to work effectively in a team or group, and to take responsibility for one's own decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.	Demonstrates competencies from levels 1 to 3; and Demonstrate an ability to take full responsibility for one's own work, decision making and use of resources and limited accountability for the decisions and actions of others in varied or ill-defined contexts.	Demonstrates competencies from levels 1 to 4; and Demonstrate an ability to operate independently and take full responsibility for one's own work, and where appropriate to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices.

2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; Continues to attempt to improve, despite setbacks or other constraints; and Able to function effectively under pressure and in volatile, rapidly changing situations as part of a team	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Able to function effectively under pressure and in volatile, rapidly changing situations in a team leadership role.	Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward; Conduct Scenario planning; Develop contingency plans; Able to function effectively under pressure and in volatile, rapidly changing situations; and Demonstrates effective leadership during crisis.	Demonstrates competencies from levels 1 to 3; Proactively searches the environment to detect situations which might cause setbacks or failures; Proactively forecast risks and mitigates accordingly; Able to function effectively under pressure and in volatile, rapidly changing situations; and Demonstrates effective leadership during crisis.	Demonstrates all competencies from levels 1 to 4.
3. Management of learning (learning orientation) Ability to acquire knowledge, develop insight, motivate and focus on continuous self-improvement	Demonstrate a capacity to take responsibility for own learning within a supervised environment and a capacity to evaluate own performance against given criteria.	Demonstrate an ability to evaluate one's own performance or the performance of others and to take appropriate action where necessary; and take responsibility for one's own learning within a structured learning process and to promote the learning of others.	Demonstrate an ability to evaluate performance against given criteria, and accurately identify and address one's own task-specific learning needs in a given context, and to provide support for the learning needs of others where appropriate.	Demonstrate an ability to identify, evaluate and address one's own learning needs in a self-directed manner, and to facilitate collaborative learning processes.	Demonstrate an ability to develop one's own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning.
Public Service Orientation Competencies					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates all competencies from level 1; Relates to people at all levels of the organisation and public;	Demonstrates all competencies from level 1 and 2; Convinces others of his ideas without suppressing their views;	Demonstrates all competencies from level 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful;	Demonstrates competencies from levels 1 to 4.

within and outside of the municipality.		Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Sensitive to how people and organisations function.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignments and reports by providing information gathered by standard methods; Demonstrates superior oral and written communication; and Demonstrates superior listening skills.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; Communicates effectively with people at all levels; Able to read situations and interest positions	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.	Demonstrates competencies from levels 1 to 4; Communicates effectively at senior levels; and Handles media enquiries effectively.

			and to respond appropriately; and Handles sensitive one-on-one discussions effectively with staff.		
3. Client orientation and Customer Service Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers and response to client needs timeously; Committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Expedites and commits to turn around time effectively	Demonstrates competencies from level 1; Professional in interaction with the public and stakeholders; Takes responsibility for providing excellent service quality; and Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction	Demonstrates competencies from level 1 and 2; and Supports others to take responsibility to deliver excellent customer service	Demonstrates competencies from levels 1 to 3; Understands the client's issues and seeks information about the current and future requirements; Takes specific and sustained action to implement the client service vision; and Implements client satisfaction feedback to ensure provision of quality service	Demonstrates competencies from levels 1 to 4; Demonstrate personal commitment to the client service vision through own actions and attitude; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision
Management/Leadership Competencies					
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from colleagues and stakeholders.	Demonstrates competencies from level 1 and 2; Influences others effectively using many techniques; Able to convince, persuade and influence others; and Effectively influences senior management	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.	Demonstrates competencies from levels 1 to 4; and Influences senior management to support initiatives and strategies.
2. Team Orientation	Cooperates and works well with other team members;	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from level 1 to 3;	Demonstrates competencies from levels 1 to 4; and

The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Actively participates in team activities; and Shows consideration towards others.	Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Builds team spirit and cohesion across function boundaries in the respective departments
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his/her own and team goals	Demonstrates competencies from level 1; Sets out work for others in a well- planned and organised manner.	Demonstrates competencies from level 1 and 2; Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates / departments goals into objectives for the unit and gains commitment for these goals from his team; and Provides a clear sense of purpose and focuses on successful completion of objectives.	Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely aid without being overbearing	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches own and	Demonstrates competencies from level 1 and 2; Encourages self- reliance and allows staff to make and learn from mistakes; Ability to understand the underlying causes for non- or poor performance and to provide the appropriate support;	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Understands organisational needs and formulates and implements development	Demonstrates competencies from levels 1 to 4; and Manages the retention and development of talent within the department / organisation

		<p>others' abilities and self-confidence; and</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	<p>Sets challenging tasks that stretches individual's abilities and self-confidence;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Understands requirements for professional development of staff.</p>	<p>plans, outlining specific performance measures;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style;</p> <p>Actively involved in the retention and management of talent in the organisation; and</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	
--	--	---	---	--	--

ECONOMIC DEVELOPMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant LAED Officer Assistant Economic Development Officer	LAED Officer Economic Development Officer	Senior LAED Officer Senior Economic Development Officer	
KNOWLEDGE AND SCOPE OF WORK	Local government legislation and constitutional mandate; Local economic development project and programme management; SCM processes and MFMA requirements; and Roles of the three spheres of government in economic empowerment and development.	Working knowledge of Local government legislation and constitutional mandate; Working knowledge of Local economic development project and programme management; Working knowledge of SCM processes and MFMA requirements; and Demonstrates understanding of the roles and interactions of the three spheres of government in economic empowerment and development.	Demonstrated knowledge and understanding of Local government legislation and constitutional mandate; Demonstrated knowledge and understanding of Local economic development project and programme management; Demonstrated knowledge and understanding of SCM processes and MFMA requirements; and Demonstrates understanding of the roles, interactions and complexities of the three spheres of government in economic empowerment and development.	
EXPERIENCE	0 - 2 years relevant experience.	2 - 5 years relevant experience.	5 - 8 years relevant experience.	
QUALIFICATION	Relevant 3 year tertiary qualification; and	Relevant 3 year tertiary qualification; and	Relevant 3 year tertiary qualification; and	

	Computer literacy: MS Office	Computer literacy: MS Office	Computer literacy: MS Office	
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	
Core Professional Competencies				
1. Research and Analysis The ability to undertake and advise on development research methodologies to ensure quality research and information for decision making.	Able to collect and compile data and information (e.g. demographics, resources, services, infrastructure available, quality of life, health and socio-economic status of people) to inform the data and analysis components of draft research briefs (Terms of Reference); Has knowledge of sampling, survey techniques in relation to data analysis from research Able to summarise data derived from research reports and findings; Able to undertake research analysis projects that have limited impact and risk and generally within localised areas of the municipality; and Demonstrates understanding of data and data analysis elements in research.	Demonstrates competencies from level 1; Able to work independently and manage the analysis components of research projects as assigned; Able to advise internal stakeholders on the compilation of research briefs (terms of reference) and research design from a data and data analysis perspective; Able to advise on sampling frames, research survey methodologies, research instruments, questionnaire design to inform the data collection, processing and analysis components of research; Able to review research data and information and advice on appropriate data analysis methods;	Demonstrates competencies from level 1 and 2; Able to advise, guide and manage research projects related to research data methodologies, data analyses and results that has a Department and Directorate wide impact and which carry moderate risk to municipal performance; Able to advise internal and external stakeholders on the data, methodology and analysis aspects of research briefs (terms of reference) and research design; Able to advise on sampling frames, research methodologies, research instruments, questionnaire design and data analysis to support data collection and analysis linked to research objectives and outcomes;	

		<p>Able to advice on data and information analysis for research;</p> <p>Ability to work, share knowledge and best practices on research data analysis and up to date LED industry knowledge across municipal departments and other municipalities so that all customers can be effectively advised and serviced; and</p> <p>Able to deal with some levels of complexity and ambiguity.</p>	<p>Is aware of internal and external development research and analysis (is networked);</p> <p>Able to review data analysis, interpreting findings and provide recommendations;</p> <p>Able to assess research data and determines data to be included in the databases;</p> <p>Advise, performs and monitors research data and research data analysis quality control;</p> <p>Able to advise on and manage research analysis components of projects that have a municipality- wide impact and carry high risk to municipal performance;</p> <p>Able to identify, solve and monitor unique data analysis issues or problems that have total municipal impact; and</p> <p>Able to deal with high levels of complexity and ambiguity.</p>	
<p>2. Public Consultation</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<p>Communicates with the community, customers and colleagues from diverse backgrounds, with due consideration to cross-cultural awareness;</p>	<p>Demonstrates competencies from level 1;</p> <p>Deals with cross-cultural misunderstandings sensitively and with full awareness of the different</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Develops well defined communication strategy;</p> <p>Displays thorough understanding of subject</p>	

	<p>Able to identify internal and external stakeholders relevant to projects;</p> <p>Liaises with internal and external stakeholders;</p> <p>Co-ordinates stakeholder engagement; and</p> <p>Accurately captures details of meetings and proceedings for formal record.</p>	<p>backgrounds that people come from;</p> <p>Understands stakeholder decision making structures and processes and designs consultation forums accordingly;</p> <p>Adapts communication content and style according to the audience including managing body language effectively;</p> <p>Displays thorough knowledge of subject matter and is able to simplify to communicate at various levels;</p> <p>Responds to questions with accurate and complete answers;</p> <p>Works to resolve problems and provides feedback to relevant stakeholders;</p> <p>Is well organised and ensures that all logistics associated with the public consultation process are addressed;</p> <p>Delivers messages in a manner that gains support, commitment and agreement; and</p> <p>Listens well and is receptive and encourages participation and mutual understanding.</p>	<p>matter, of risks, stakeholder dynamics and consultation processes and methodologies;</p> <p>Communicates controversial, sensitive messages to stakeholders tactfully;</p> <p>Balances political views with municipal needs when communicating differing viewpoints on complex issues;</p> <p>Able to read situations and interest positions and to respond appropriately;</p> <p>Uses language and style to capture the attention of the audience; and</p> <p>Ensures greater collaboration between provincial and municipal levels of government for alignment purposes.</p>	
--	--	---	--	--

<p>3. Socio-Economic / Socio-Political Awareness</p> <p>The ability to be aware of, and take into account contextual, political, public interest and administration service and development issues and concerns, programs, policies and decisions in the understanding, preparation of and recommendations on information results, outcomes and products.</p>	<p>Demonstrates an awareness of the municipal and local government processes;</p> <p>Understands and internalizes the Municipality's priorities and goals;</p> <p>Understands sector policies and legislation; and</p> <p>Able to display in-depth knowledge of the issues impacting service delivery.</p>	<p>Demonstrates competencies from level 1;</p> <p>Understands Municipality's priorities, goals and issues;</p> <p>Contributes to shaping the Municipality's sector specific goals and priorities and the Municipality's policies and procedures;</p> <p>Able to apply in-depth knowledge of development issues' current approaches and able to assess the implications for the Municipality;</p> <p>Has in-depth knowledge of municipal and sector legislation;</p> <p>Approaches each situation with a clear perception of municipal and political reality; and</p> <p>Display understanding of authentic objectives of addressing past imbalances and the challenges that constrain delivery against these objectives.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Aligns and influences Municipality priorities and projects to support the implementation of strategies;</p> <p>Displays and applies in-depth understanding of the broader development context and is able to assess the implications for the Municipality;</p> <p>Contributes to shaping Municipality, Provincial and National policy on social, economic and development issues;</p> <p>Is able to identify and analyse bottlenecks with existing policy implementation and make recommendations of amendments to bring about improvement;</p> <p>Has credibility and is able to influence decision-making and planning at a higher level; and</p> <p>Able to provide input and influence national norms and standards for development data information and research.</p>	
--	--	--	--	--

4. Planning and Organising The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the Municipality's procedures in order to achieve the tasks, functions and outcomes / results.	Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and Measures progress and monitors performance and results.	Demonstrates competencies from level 1; Develops integrated plans for the work unit and others that interface with the department's budget; Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Develops scenarios on projects; and Assists others to plan and organise their work.	Demonstrates competencies from level 1 and 2; Identifies and acts on opportunities to partner with other departments in the Municipality to achieve desired results; Develops and integrates partnership agreements that ensures win – win outcomes for all parties e.g. Public Private Partnerships (PPPs); Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results; and Projects and forecasts short, medium and long term needs for the Municipality.	
Functional Competencies				
1. Strategic Planning and Strategy Formulation Ability to understand the process of strategic planning and contribute effectively to strategy formulation.	Demonstrates knowledge of strategy design and implementation process; Able to distinguish between strategic issues and operational or routine matters; and	Demonstrates competencies from level 1; Able to participate and contribute in strategic planning sessions; Demonstration of insight into interface between	Demonstrates competencies from level 1 and 2; Has in depth knowledge of Municipal and sector legislation; Displays and applies in-depth understanding of	

	Recognizes the importance of strategic guidance and structured operational implementation.	various strategies and interventions; and Able to foresee conflict and duplication amongst the array of local, provincial and national policies and strategies.	the broader development context and assess implications for the Municipality; Able to lead, influence and guide multi-stakeholder strategic participatory planning session and implementation at a higher level; Able to use a wide range of strategic planning tools and techniques; Able to identify and analyze external and internal factors impacting on policy and strategy formulation; Demonstrates a deep understanding of the issues at hand and the possible influence or impact of actions / interventions to be taken (both insight and foresight); Able to align and influence Municipality priorities and projects to support the implementation of strategies; and Contributes to shaping Municipality, Provincial and National policy on social, economic and development issues.	
--	--	--	--	--

<p>2. Programme and Project Management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<p>Demonstrates knowledge of project management theory and implementation; Able to do project identification and initiation; Able to implement simple action plans for projects; Works in a systematic, methodical and orderly way; and Modifies plans in line with instructions from supervisor.</p>	<p>Demonstrates competencies from level 1; Able to compile programme and project implementation plans; Ensure role clarification and give direction to team; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of resources and time; Attends to and manages multiple tasks and details by focusing on key priorities; Able to monitor programme / project implementation and produce progress reports; and Able to identify bottlenecks and deviations from implementation plans.</p>	<p>Demonstrates competencies from level 1 and 2; Able to produce and lead complex integrated programmes / projects; Conceptualises the long term effects of the desired outcomes of the project; Able to coordinate and lead multi-stakeholder teams and interest groups; Demonstrates insight into challenges and ability to do problem solving; and Able to monitor and evaluate programme / project outcomes and impacts and to develop corrective measures where appropriate.</p>	
<p>3. Financial Management</p> <p>Maximises the municipality's business senses and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p>	<p>Demonstrates knowledge of financial planning and budget implementation; Able to allocate budgetary requirements to simple programmes and projects; Able to implement and monitor spending for simple projects; and</p>	<p>Demonstrates competencies from level 1; Able to analyze spending and compile progress reports; Able to produce implementation plans and milestones; and</p>	<p>Demonstrates competencies from level 1 and 2; Able to do multi-year financial planning and risk assessments; Able to assign priority to budget allocations and to identify the most cost</p>	

	Recognizes the importance of financial sustainability and prudent financial management systems.	Demonstrates a prudent understanding of the financial legal framework and ensures compliance.	effective implementation methods; Able to manage resources effectively and optimally; and Able to monitor and evaluate budget spending and impacts and to take corrective measures where needed.	
4. Information Products and Reporting The ability to prepare user friendly, customer orientated and accessible information products and reports of a range of types and formats.	Able to compile and maintain statistical, data and information records; Able to provide data and information and analyses for Municipality and related reporting; Able to draft routine reports using development data and information, statistical data and qualitative information; Able to prepare draft fact sheets and similar information products; Able to prepare development information products for wider communication internally and externally; Able to assist with the distribution of development information products via appropriate media; and Able to prepare draft presentations.	Demonstrates competencies from level 1; Able to provide data, information and trends analyses for Municipality and related reporting; Able to draft routine development data and information, statistical data, graphs, tables and maps, as well as qualitative information as required; Able to prepare a range of information products as may be required; Able to prepare and publish development information products for wider communication internally and externally; Able to ensure distribution of development information products via appropriate media; Able to communicate content of reports,	Demonstrates competencies from level 1 and 2; Able to provide data and information, trends analyses and contextual information for Municipality and related reporting; Able to prepare complex reports using quantitative and qualitative development data and information as required; Able to advise on and monitor the preparation of a range of information products as may be required; Creates mechanisms and structures for sharing of knowledge in the Municipality; Anticipates future knowledge management requirements and systems;	

		analysis products to internal and external customers; and Able to prepare and undertake presentations to Municipality Directorates and Departments and other internal groups.	Able to ensure the preparation and publishing of development information products for wider communication internally and externally; Able to ensure distribution of development information products via appropriate media; Able to communicate the content and implications of reports, analysis products to internal and external customers; and Able to prepare and undertake presentations to Municipality and external groups.	
5. Resilience Continuing to perform effectively when faced with time pressures, adversity, disappointment, or opposition.	Conduct evidence-based analysis and advise on responses to the ways in which people's livelihood patterns determine (and are determined by) their vulnerabilities and resilience to future shocks.	Demonstrates competency standards from level 1; and Implement integrated programmes that promote equity and resilience, which benefit the poorest and most vulnerable, maximising the impact of available resources.	Demonstrates competency standards from levels 1-2; and Partner with local community leaders in leading a wide range and programmes and projects responding to the opportunities and threats presented in South African environments at a local level.	
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships	Relates well to others; Initiates contact with other people; Displays consideration towards others; and	Demonstrates competencies from level 1; Able to establish rapport and gets on with others;	Demonstrates competencies from level 1 and 2;	

with people within and outside of the Municipality.	Listens effectively and responds appropriately.	Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions.	Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others convinces others of his / her ideas without suppressing their views; Acknowledges merits in others arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships; and Able to be both direct and forthright as well as diplomatic and tactful.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Responds to questions with accurate and complete answers; Adapts communication content and style according to the audience including managing body language effectively; Delivers messages in a manner that gains support, commitment and agreement. Communicates effectively	Demonstrates competencies from level 1; Able to respond in writing to complex types of communication; Develops well defined communication strategy; Understands the audience and is able to use appropriate medium to convey or engage target audiences; Communicates controversial, sensitive	Demonstrates competencies from level 1 and 2; Prepares considered high quality draft written communications; Communicates with the media without compromising the integrity of the municipality; Able to read situations and interest positions and to respond appropriately; and	

	<p>with people at all levels within the Municipality; and</p> <p>Listens well and is receptive and encourages participation and mutual understanding.</p>	<p>messages to stakeholders tactfully;</p> <p>Balances political views with municipal needs when communicating differing viewpoints on complex issues; and</p> <p>Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way.</p>	<p>Uses language and style to capture the attention of the audience.</p>	
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Displays commitment to excellence;</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines;</p> <p>Professional in interaction with general public and stakeholders; and</p> <p>Is aware of community needs and expectations and understands the processes for integrating these into the Municipality's GIS plans.</p>	<p>Demonstrates competencies from level 1;</p> <p>Is committed to engaging communities in all aspects relating to service delivery;</p> <p>Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation);</p> <p>Establishes a collaborative relationship with the community; and</p> <p>Is aware of the civic organisations and is able</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Understands and articulates community needs in sector plans;</p> <p>Is able to quantify community needs and evaluate their implications for the Municipality;</p> <p>Manages community expectations within financial, technical and capacity constraints;</p> <p>Speaks effectively on service delivery matters to the media; and</p> <p>Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns.</p>	

		to engage them in service delivery processes.		
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction and assesses them in relation to the possibilities and requirements of projects and programmes; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.).	
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self-starter; Drive to meet deadlines; and	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and	

		Initiates contact with others.	Successfully completes projects with time and budget allocations.	
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.	
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Recognises when change is necessary, develops a change implementation strategy; Remains alert to the need for change before the need manifests in the	

			external or internal environment; and Seeks to influence changing events.	
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks on-going support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviors when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions;	

		Looks beyond the obvious and does not stop at the first solution.	Generates various solutions / options and contingency plans for problems; Anticipates problems and strategizes to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	
Management / Leadership Competencies				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques;	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals;	

		Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.	Tactfully confronts and corrects others when necessary; Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calm around adversity.	
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities / departments and manage in a competitive environment.	Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<p>Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages self-reliance and allows staff to make and learn from mistakes.</p>	<p>Demonstrates competencies from level 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and Actively involved in the retention and development of talent within the municipality.</p>	
<p>4. Strategic Capability and Leadership</p> <p>Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipal mandate.</p>	<p>Achieves strategic objectives against specified performance measures; and Defines roles and responsibilities for project team members and clearly communicates expectations.</p>	<p>Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates and coaches project teams to achieve highest project results;</p>	<p>Demonstrates competencies from level 1 and 2; Provides advice and guidance on policies; Acts decisively having assessed the risks; Leads and coordinates the translation of policy into action plans and conceptualises the long</p>	

		<p>Seeks mutual benefit / win-win outcomes for all concerned;</p> <p>Inspires staff with own behaviour – “walks the talk”; and</p> <p>Complies with statutory requirements and apply policies consistently.</p>	<p>term effects of the desired outcomes of project;</p> <p>Initiates and manages change in pursuit of strategic objectives; and</p> <p>Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals.</p>	
--	--	---	--	--

KEYNOTES:

Rural Capacity Development e.g. agriculture and agri food businesses, managing risk whilst cultivating resilience, rural urban transition and transformation, institutional and governance aspects of natural resources, nutrition and food security and women’s economic empowerment and social protection are enablers to LED interventions.

ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK- ENGINEER

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Graduate Trainee: Engineer	Civil Engineer Chemical Engineer Electrical Engineer Mechanical Engineer Other Engineer	Senior Engineer: Civil Senior Engineer: Chemical Senior Engineer: Electrical Senior Engineer: Mechanical Other Engineer	Principal Engineer: Civil Principal Engineer: Chemical Principal Engineer: Electrical Electrical Mechanical Engineer Typically a Section Head	Chief Engineer (Any engineering discipline) Typically, a Departmental Head
KNOWLEDGE AND SCOPE OF WORK	Participates in performing complex engineering tasks under supervision / mentorship of an engineering practitioner; and May be part of a structured training program.	Contributes to various professional engineering functions. Some degree of independence but seeks strategic guidance as required; and Could assist superiors in providing specialist advice to clients.	Performs activities that are complex in nature. Applies an integrated body of knowledge; Works independently and seeks advice as and when required; and May supervise junior engineering personnel.	Manages professional teams and complex engineering functions; Works independently; and May supervise and mentor junior engineering personnel.	Leads and manages complex engineering processes and / or departments; Works independently; and May mentor junior engineering personnel.
EXPERIENCE	No experience required at entry level.	3 - 5 years' relevant experience.	5 - 8 years of relevant experience post registration.	8 years of more relevant experience post registration.	10 years or more relevant experience post registration.
QUALIFICATION	A relevant BEng or BSc (Eng) engineering degree.	A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng.	A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng.	A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng;	A relevant BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng;

	Computer literacy: MS Office	Computer literacy: MS Office	Computer literacy: MS Office	Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr Cert Eng; and Computer literacy: MS Office	Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr Cert Eng; and Computer literacy: MS Office
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Core Professional Competencies					
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	Participates in planning by compiling, collating information from research, surveys and studies; Analyses information to support feasibility studies and the requirements of the Integrated Development Plan (IDP) and the Growth and Development Strategy (GDS); and Participates in the compilation of feasibility studies for complex engineering problems and projects.	Demonstrates competencies from level 1; Contributes to the development of complex models for the analysis of information; Conceptualizes options and makes recommendations; Plans infrastructure solutions in accordance with the Land Use Management and the Spatial Development Framework and the IDP; Contributes to analysis of the socio-economic impacts of the project; Contributes to costing and financial analysis	Demonstrates competencies from levels 1 and 2; Manages and integrates the planning of junior engineering personnel; Initiates and performs the development of scenarios on complex and multi-disciplinary projects; Ensures and undertakes detailed analysis of options; Analyses costs and financial implications for capital projects and operations and maintenance; Understands the needs of the community and tailors engineering	Demonstrates competencies from levels 1 to 3; Oversees and evaluates the planning of complex engineering projects; Integrates engineering / infrastructure planning with broader development planning; Interprets IDP and spatial planning initiatives into specific project requirements; Projects and forecasts short, medium and long term infrastructure needs for the municipality; Evaluates alternative options;	Demonstrates competencies from levels 1 to 4; Leads planning departments, plays an integral role in the development of the IDP and integrates planning across disciplines; Interprets and scopes planning requirements for service delivery as guided by master plans; Prepares concept proposals and seeks and provides advice on latest technology; Provides technical inputs on the preparation and implementation of programmes, projects,

		of capital projects, operations and maintenance; and Contributes to the determination of life-cycle of assets.	solutions to meet the needs of the community; and Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs.	Determines the remaining economical life of systems and infrastructure; Plans modification and renewal of systems and infrastructure; Defines lines of communication, reporting and co-ordination with local communities and other stakeholders such as DWS, DOT, Eskom, Unions etc.; and Communicates with Town Planners, Consulting Engineers and Developers on complex technical matters for proposed development projects.	capital and operations and maintenance budgets; Prioritises the annual programme and budgets to align with strategies and goals; Structures multi-year projects; and Directs the development and management of the Asset Management System.
2. Organisational Awareness The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.	Understands how the business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment; Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and	Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector;	Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation; and	Demonstrates competencies from levels 1 to 4; Global awareness of development in the infrastructure sector; Understands the integration and intricacies of service delivery for economic and community development; Ensures community participation and

	Awareness of the issues impacting service delivery.	Understands and applies the regulatory framework applicable to local government within specific functional area; and Knowledge of the issues impacting service delivery.		In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.	develop strategies to ensure compliance; and Has an understanding of governance and audit.
3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from levels 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.	Demonstrates competencies from levels 1 to 4; and Manages projects and programmes seen through as per requirements.
Functional Competencies					
1. Design The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.	Participates in investigations and feasibility studies; Participates in the design of complex infrastructure elements and processes under supervision; Participates in the compilation of engineering drawings and maintains records for infrastructure; and	Demonstrates competencies from level 1; Contributes to investigations and feasibility studies; Contributes to the design of infrastructure and complex processes with due consideration for operational efficiency, cost effectiveness,	Demonstrates competencies from levels 1 and 2; Checks feasibility studies, designs and detailing of subordinate engineering personnel; Designs complex engineering infrastructure and processes; Liaises with client departments regarding	Demonstrates competencies from levels 1 to 3; Manages design teams and evaluates the design of complex engineering problems and infrastructure; Manages and assigns resources to designs projects;	Demonstrates competencies from levels 1 to 4; Leads design departments and integrates designs across disciplines; Conceptualises and determines design parameters for complex systems; Recognized nationally and internationally as a

	Participates in the compilations of scopes of work, estimates, tender and contract documents for infrastructure, under supervision.	environmental impacts and sustainability; Supervises the compilation of engineering reports and drawings; and Compiles tender and contract documents independently and participates in bids and specifications.	integration and design specifications; Signs off designs and drawings; Finalises scopes of work and approves contract and tender documents; and Considers the appropriateness of engineering solutions in the context of the community needs. Uses appropriate technologies in meeting community needs.	Does lifecycle analysis to determine design requirements; Prioritizes design in terms of budget availability and infrastructure asset management requirements; Checks designs against demand and system capacity; and Does final approval of design.	specialist in his or her field; Researches alternatives / new technologies and seeks and provides advice on latest technology; Interprets and scopes design requirements for services delivery as guided by master plans, prepares concept proposals; and Applies complex engineering knowledge, skills and experience to prepare detailed production plans of infrastructure.
2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.	Participates in the development of a clear project brief; Participates in the preparation, co-ordination and monitoring of a project initiation programmes; Participates in the assigned tasks to the agreed standards (completes work within the scope of the TOR); Prioritizes activities effectively to ensure that tasks are completed within schedule; and	Demonstrates competencies from level 1; Manages the inputs of subordinate engineering personal; Determines the procurement policy for the project; Manages and monitors the preparation of project costing; Coordinates preparation of project documentation and construction programmes;	Demonstrates competencies from levels 1 and 2; Manages multiple projects to agreed standards; Prioritizes multiple resources to meet competing deadlines; Agrees requirements and preferences, assessing user needs and options; Establishes project brief, objectives, priorities, constraints, assumptions and strategies;	Demonstrates competencies from levels 1 to 3; Manages multidisciplinary projects and programmes; Manages the project requirements of funders; Ensures stakeholder communication; Prioritizes multiple resources to meet competing deadlines; Finalises project concept and feasibility;	Demonstrates competencies from levels 1 to 4; Employs analytical and methodical structuring of projects and project planning to ensure adequate control over projects and the efficient, effective and economic implementation and completion thereof to the required quality and standard and within set time frames and budgets; and

	Ensures compliance with budgetary requirements.	Manages projects to the agreed standards; Manages resources to achieve the project objectives; Prioritizes activities to ensure that project is completed within schedule; and Completes project within budget.	Finalises and approves project documentation and construction programme; Manages supply chain activities and ensures compliance with supply chain policy and tender procurement processes; Evaluate tenders, receives input and prepares evaluation report; and Manages multiple project schedules and budgets.	Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters; and Conceptualises, and ensures that the maintenance requirements are determined based on asset management for all new projects.	Initiate and oversees contracts in terms of GCC a, FIDIC, NEC and JBCC and engineering practice and terminates contracts where the Contractor is in default.
3. Construction Knowledge of construction and maintenance processes, monitors compliance to design specifications, health and safety regulations; and Communicates in appropriate style in the oversight of construction personnel.	Has knowledge of construction and maintenance processes; Participates in the development of project schedules and milestones; Participates in monitoring the cost and progress of work; Participates in the development of resource plans; Participates in monitoring compliance to design specifications, health and safety regulations; Reviews project budgets in accordance with the	Demonstrates competencies from level 1; Has in-depth knowledge of construction and maintenance processes; Contributes to the selection and recommends procurement strategies for contractors, subcontractors and suppliers; Contributes to the tender process in accordance with agreed procedures, including calling for tenders, adjudication of	Demonstrates competencies from levels 1 and 2; Manages a multidisciplinary team; Approves the construction programme and milestones; Manages the construction programme and monitors cost and progress; Allocates resources (labour, material equipment) to achieve desired objectives; Uses discretion in situations of deviation from design assumptions;	Demonstrates competencies from levels 1 to 3; Manages multiple maintenance and construction projects; Manages programme budgets and schedules; Negotiates with Client departments and stakeholders; Monitors the preparation by the Environmental Consultants of the Environmental Management Plan; Establishes the construction information distribution procedures;	Demonstrates competencies from levels 1 to 4; Manages the capital programme of the municipality; Agrees to municipal requirements and preferences, assessing user needs and options, appointment of necessary consultants in establishing project brief, objectives, priorities, constraints, assumptions and strategies; Uses discretion in situations of deviation from design assumptions;

	<p>scope and bill of quantities; Participates in site handover; Performs Site Agent or Engineering Representative duties; and Investigates variations and contingencies and makes recommendations for remedial action.</p>	<p>tenders, and recommendation of appropriate contractors; Monitors the reconciliation of the tender prices with the project budget; Liaises effectively with external authorities and other stakeholders on complex project specific issues; Able to deal effectively with contractual matters between the municipality and the contractors; Mitigates health, safety and environmental risks; Manages quality and risk; and Makes recommendations for complex variations and contingencies that have a significant impact on cost and progress.</p>	<p>Identifies and implements corrective action; Liaises with client departments and contractors; Manages project budgets and schedules effectively; Monitors, reviews, approves and certifies monthly progress payments; Monitors the preparation of monthly cost reports by the cost consultants; Prepares monthly project reports; Manages, co-ordinates and monitor all necessary testing and commissioning by consultants and contractors; Monitors the execution by the contractors of the defect items to achieve Works Completion; and Liaises with local communities and other stakeholders including Unions etc.</p>	<p>Agrees and monitors the Construction Documentation Schedule for timeous delivery of required information to the contractors; Establishes procedures for monitoring, controlling and agreeing all scope and cost variations; Agrees on the quality assurance procedures and monitors the implementation thereof by the consultants and contractors; Receives, reviews and adjudicates any contractual claims; Monitors long lead items and off-site production by contractors and suppliers; and Co-ordinates, monitors and issue Practical Completion Lists and the Certificate of Practical Completion.</p>	<p>Identifies and implements programme corrective action; Liaises with client departments and contractors; Maintains the programme budget and ensures progress for meeting multiple schedules and milestones; Approves the close-out and hand-over of projects; Provides comprehensive feedback to grant funders; Has advanced knowledge of contract management and develops contract management models for municipal implementation; and Manages dispute, conflict resolution and arbitration.</p>
--	--	---	---	---	---

<p>4. Operations and Maintenance</p> <p>The application of asset management for operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.</p>	<p>Has knowledge of complex technical specifications of elements within a system; Understands operating rules and procedures for systems; Participates in the development and implementation of the operation and maintenance requirements of systems; Participates in the determination of supply and demand of services; Participates in the development of operating procedures for systems; and Monitors and assesses the efficiency and reliability of services.</p>	<p>Demonstrates competencies from level 1; Has detailed knowledge of technical specifications of elements within a system; Has a detailed understanding of the operating rules and procedures; Can troubleshoot problems occurring within the system; Contributes to the application and maintenance of infrastructure asset management principles and systems; Applies asset lifecycle principles to make recommendations for modification, upgrades or renewal of systems and complex infrastructure elements; and Mitigates health, safety and environmental risks.</p>	<p>Demonstrates competencies from levels 1 and 2; Develops operating rules and procedures (SOPs) for every operation and system; Makes judgement decisions on issues falling outside of the operating rules and procedures; Undertakes long term planning and forecasting of infrastructure requirements; Determines technical specifications for systems requirements; Ensures that adequate resources (labour, material equipment) are allocated to achieve desired objectives; Considers the financial, social, economic and environmental implications; Commissions and / or decommissions engineering works safely and with minimum disruption to municipal service provision; and</p>	<p>Demonstrates competencies from levels 1 to 3; Manages a department and establishes rules and procedures for operations and maintenance; Considers operational implications on a municipal wide basis; Predicts the financial, social, economic and environmental implications; Contributes to the development of national norms and standards; Anticipates events, situations and incidents that may impact on the operation for the municipality; Applies asset management and asset lifecycle principles to develop capital programme for modifications, upgrades and renewals; Ensures asset registers are kept up to date; Develops budgets for capital works, operations and maintenance;</p>	<p>Demonstrates competencies from levels 1 to 4; Manages multiple departments; Develops operating rules and procedures for systems; Makes judgement decisions on issues falling outside of the operating rules and procedures; Anticipates events, situations and incidents that may impact on the operation of the system; Determines technical specifications for systems requirements; Integrates conservation and demand management requirements into IDP and GDPs; Develops Sector Development Plans; Develops infrastructure strategies and policies for Land Use Management and Spatial development; Develops municipal operating, maintenance and modification / renewal budgets;</p>
--	---	--	---	---	---

			Liaises with other both internal and external on integrated service delivery matters.	Designs, confirms and applies operations and maintenance service delivery standards at municipal level; and Develops models to inform in-house, outsourced and PPP capital and operations and maintenance contracts / projects.	Develops organizational structures and resource plans for operations and maintenance of systems; and Integrates capital works and operations and maintenance based on life cycle costing.
Public Service Orientation Competencies					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of his / her ideas without suppressing their views; Acknowledges merits in others arguments and incorporates them in proposals where warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and organisations function.	Demonstrates competencies from levels 1 to 4; and Sensitive to how people and organisations function.

<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<p>Contributes to assignment reports by providing information gathered by standard methods; and</p> <p>Demonstrates effective oral and written communication.</p>	<p>Demonstrates competencies from level 1;</p> <p>Organises and presents own perspective in logical manner;</p> <p>Adapts communication contents to the audience;</p> <p>Uses terminology appropriate to the audience; and</p> <p>Structures written documents in a logical framework.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Captures complex issues clearly and concisely;</p> <p>Conveys alternative view points;</p> <p>Accurately reviews documents and edits documents created by others;</p> <p>Organises discussions in logical manner;</p> <p>Responds to questions with accurate and complete answers; and</p> <p>Communicates effectively with people at all levels.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Develops communications geared for various audiences;</p> <p>Ability to read situations and interest positions and to respond appropriately;</p> <p>Communicates sensitive or controversial information effectively;</p> <p>Communicates effectively at senior levels;</p> <p>Handles sensitive one-on-one discussions effectively; and</p> <p>Uses language and style to capture the attention of the audience.</p>	<p>Demonstrates competencies from levels 1 to 4; and</p> <p>Liaises and / or negotiates with local communities, rate payers, the municipal Council, provincial and national departments and structures, state owned entities, professional bodies, voluntary associations, interest groups, developers, unions, local and international funders, the press etc.</p>
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Shows a commitment to excellence; and</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Professional in interaction with general public and stakeholders.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Engages effectively with general public;</p> <p>Understands and articulates community needs in sector plans; and</p> <p>Manages community expectations within financial, technical and capacity constraints.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Speaks effectively on service delivery matters to the media; and</p> <p>Has an appreciation and understanding of the service delivery imperative and its demands on public servants.</p>	<p>Demonstrates competencies from levels 1 to 4; and</p> <p>Has an understanding and appreciation of the service delivery imperative and its demands on public servants.</p>

Personal Competencies					
<p>1. Action and outcome orientation</p> <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.</p>	<p>Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.</p>	<p>Demonstrates competencies from level 1; Enthusiastic in managing new projects; Take up new challenges; Pushes others to meet deadlines Maintain and develop contact with others.</p>	<p>Demonstrates competencies from levels 1 and 2; Pursues project objectives; Pushes self and motivates others for results; Sets and meets challenging goals; Displays a drive to do things better; Successfully completes projects with time and budget allocations; and Takes action if goals / objectives are not met.</p>	<p>Demonstrates competencies from levels 1 to 3; Relentlessly pursues project outcomes; Drives and motivates others; Meets challenging goals; Focused on doing things better; Drives time and budget parameters to deliver on projects; Achieves results through ensuring objectives are met</p>	<p>Demonstrates competencies from levels 1 to 4; and Focused on ensuring strategy and programme / project outcomes are met.</p>
<p>2. Resilience</p> <p>The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.</p>	<p>Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints</p>	<p>Demonstrates competencies from levels 1; Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.</p>	<p>Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.</p>	<p>Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.</p>	<p>Demonstrates competencies from levels 1 to 4; and Manages situations in the environment which might cause setbacks or failures.</p>

3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.	Demonstrates competencies from levels 1 to 4; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.
4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.	Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap;	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Create a learning environment; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from levels 1 to 4; and Is networked within the industry.

		Learns from experience – does not repeat mistake; and Seeks ongoing support for own limitations (e.g. from coach, mentor, peers and research).			
6. Accountability and ethical conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Admits own mistakes and weaknesses and seeks help from others where unable to deliver; Takes responsibility for own actions; and Has no agenda when dealing with issues or people.	Demonstrates competencies from level 1; Reports fraud, corruption, nepotism and maladministration; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; Shares information openly, whilst respecting the principle of confidentiality; and Develops and applies self-corrective measures.	Demonstrates competencies from levels 1 and 2; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Deals promptly, and in the interest of the City, with situations where conflict of interest arises.	Demonstrates competencies from levels 1 to 4; and Promotes a transparent and accountable administration.
Management / Leadership Competencies					
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques;	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; and Uses influence to achieve objectives.	Demonstrates competencies from levels 1 to 4; and Establishes support and projects authority and credibility.

			Able to convince, persuade and influence others; and Effectively influences senior management.		
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from levels 1 to 4; and Builds team spirit and cohesion across function boundaries in the respective departments.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well- planned and organised manner.	Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from the team; and Provides a clear sense of purpose and focuses on successful completion of objectives.	Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential	Shares knowledge and information with peers and subordinates;	Demonstrates competencies from level 1; Diagnoses performance issues	Demonstrates competencies from levels 1 and 2; Encourages self- reliance and allows staff	Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and	Demonstrates competencies from levels 1 to 4; and Manages talent attraction, integration,

of subordinates and to encourage their development with the view of optimising their talent.	Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretch individual's abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and Coaches individuals on matters of ethics and professional judgement.	to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretch individual's abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff and encourages staff to work towards professional registration.	effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the organisations; Understands organizational needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	development and retention through concerted efforts of knowledge transfer and coaching.
--	---	--	---	---	---

ENGINEERING PROFESSIONALS COMPETENCY FRAMEWORK - TECHNICIAN

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Graduate Trainee: Technician	Technician: Civil Technician: Chemical Technician: Electrical Technician: Mechanical Other Engineering Technician	Senior Technician: Civil Senior Technician: Chemical Senior Technician: Electrical Senior Technician: Mechanical Other Engineering Technician	Principal Technician: Civil Principal Technician: Chemical Principal Technician: Electrical Principal Technician: Mechanical Other Engineering Technician	Chief Engineering Technician (any engineering discipline)
KNOWLEDGE AND SCOPE OF WORK	Assists in performing well defined engineering tasks under supervision / mentorship of an engineering practitioner; and May be part of a structured training program.	Participates in various well defined engineering functions; and Works with some degree of independence but primarily works under guidance and supervision.	Performs well-defined activities. Applies a known body of knowledge; Works independently and seeks advice as and when required; and Supervises and coordinates other members of the engineering team.	Manages well-defined engineering functions; Works independently within well-defined working relationship with other parties and disciplines; and Supervises and monitors other members of the engineering team.	Leads and manages well- defined engineering functions; Works independently; and Supervises and mentors junior technicians.
EXPERIENCE	No experience required.	3 - 5 years' relevant experience.	5 - 8 years of relevant experience post registration.	8 years or more of relevant experience post registration.	10 years or more relevant experience post registration.

QUALIFICATION	A relevant National Diploma in Engineering. Computer literacy: MS Office	A relevant National Diploma in Engineering. Computer literacy: MS Office	A relevant National Diploma in Engineering and registration as a Pr Techni Eng. Computer literacy: MS Office	A relevant National Diploma in Engineering and registration as a Pr Techni Eng. Computer literacy: MS Office	A relevant National Diploma in Engineering, with extensive experience, and or BTech and registration as a Pr Techni Eng. Computer literacy: MS Office
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Core Professional Competencies					
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	Participates in planning by compiling, collating from research, surveys and studies; Analyses information to support feasibility study; and Assists with preliminary designs on planned projects and seeks approval for analysis and solutions and determines estimates for planning of projects.	Demonstrates competencies from level 1; Contributes to the analysis of information and alternatives; Contributes to the development of scenarios for feasibility and seeks approval; Contributes to the analyses costs and financial implications; Contributes to the assessment of condition and expected useful life of assets; and Updates and maintains components of the asset management plan and asset register.	Demonstrates competencies from levels 1 and 2; Manages a team of planning technicians; Assigns resources in accordance with the planning budget; Coordinates planning activities and conceptualises options for approval; and Understands the needs of the community and tailors engineering solutions to meet the needs of the community.	Demonstrates competencies from levels 1 to 3; Budgets, manages and assigns resources for planning; Projects and forecasts short term infrastructure needs for the municipality; Evaluates alternative options; Performs costing and financial analysis of the socio-economic impacts of the projects; and Assists in the development of the capital and infrastructure programme.	Demonstrates competencies from levels 1 to 4; Manages and coordinates the inputs of the planning technicians; Initiates and manages assessments and surveys to ensure planning data is up-to-date; Initiates and manages Asset Management Systems to ensure proper budgeting in accordance with current baseline data; Interprets IDP and spatial planning initiatives into specific project requirement;

					<p>Contributes to the infrastructure options analysis;</p> <p>Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs; and</p> <p>Projects and forecasts short and medium term infrastructure needs for the municipality.</p>
<p>2. Organisational Awareness</p> <p>The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p>	<p>Understands how the business unit functions;</p> <p>Basic knowledge about the municipality;</p> <p>Basic knowledge of the local government environment;</p> <p>Knowledge of the municipality's priorities and goals;</p> <p>Operates within of the municipality's policies and procedures; and</p> <p>Awareness of the issues impacting service delivery.</p>	<p>Demonstrates competencies from level 1;</p> <p>Understands and is able to communicate the municipality's priorities and goals;</p> <p>Knowledge of municipality's policies and procedures;</p> <p>Understands priorities, goals and issues within local government sector;</p> <p>Understands and applies the regulatory framework applicable to local government within specific functional area; and</p> <p>Knowledge of the issues impacting service delivery.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Contributes to shaping the departmental specific goals and priorities;</p> <p>Well-developed knowledge of relevant municipal legislation; and</p> <p>Contributes toward addressing the departmental service delivery challenges.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Contributes to shaping the Directorate / Municipality's policies and procedures;</p> <p>In-depth knowledge of relevant municipal legislation; and</p> <p>In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.</p>	<p>Demonstrates competencies from levels 1 to 4; and</p> <p>Contributes to shaping the Directorate / Municipality's sector specific goals and priorities.</p>

3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from levels 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.	Demonstrates competencies from levels 1 to 4; and Manages compliance with engineering standards with regard to projects and programmes.
Functional					
1. Design The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.	Inspects infrastructure and sites to establish well defined design parameters; Gathers technical and topography data; Participates in feasibility assessments and preliminary design activities under supervision; Participates in the design of well defined infrastructure elements and processes under supervision; and Develops bills of quantity and estimates as initiated by the engineer.	Demonstrates competencies from level 1; Contributes to the design of infrastructure and processes under supervision; Considers operational efficiency, cost effectiveness, environmental impacts and sustainability and seeks approval; Contributes to the compilation of engineering drawings; Determines and develops specifications and makes recommendations for approval; and	Demonstrates competencies from levels 1 and 2; Checks design elements and detailing of junior engineering personnel; Designs well defined engineering elements and integrates the designs of junior engineering personnel; Considers the appropriateness of engineering solutions in the context of the community needs; and Uses well known technologies in meeting community needs.	Demonstrates competencies from levels 1 to 3; Manages and assigns resources to designs; Prioritizes design elements in terms of budget availability; Plans and designs upgrades to existing networks within principles and norms and to the requirements of regulations and guidelines; and Interprets and scopes design requirements for services delivery under direction and as guided by master plans, prepares concept proposals within known	Demonstrates competencies from levels 1 to 4; Manages a team within the design department; Develops and maintains design (and other technical) standards and specifications; Checks the designs of junior engineering personnel and integrates the design elements for approval; Scrutinizes and provisionally approves infrastructure designs and does preliminary designs for the improvement and efficiency of infrastructure as

		Contributes to tender and contract documents.		technology and seeks approval.	initiated by the engineer; Plans and designs upgrades to existing infrastructure components; Develops design reports and business plans; and Develops bills of quantities and estimates.
2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.	Participates in assigned tasks within the scope of the terms of reference; Monitor progress and quality and reports to project manager; General site supervision on assigned tasks; Sets out work; Perform tests and collects samples; Measures quantities; and Project manages small works.	Demonstrates competencies from level 1; Contributes to the management of internal projects to agreed standards; Develops project schedules and milestones; Identifies resources to achieve the project objectives for the engineer's approval; Prioritizes activities to ensure that project is completed within schedule; and Able to complete project within budget.	Demonstrates competencies from levels 1 and 2; Manages the project team and allocates resources to achieve the project objectives; Develops programme schedules and milestones for multiple small to medium projects; Manages budgets; and Prioritizes programme activities to ensure that projects are completed within schedule.	Demonstrates competencies from levels 1 to 3; Manages the construction, refurbishment or replacement of infrastructure services; Ensures project compliance with EPWP policies and ensures use of labour intensive construction methods; Evaluates and gives input during appraisal of tenders; Monitors achievements of KPAs and general compliance with grant conditions such OH and S plan; Manages multiple projects to agreed standards; and	Demonstrates competencies from levels 1 to 4; Manages project management technicians; Initiates supply chain activities and ensures compliance with supply chain policy and tender procurement processes; Understands and applies well-defined technical knowledge of functional duties, processes, methodology and infrastructure; Plans and delivers projects to agreed time, cost and quality requirements; Applies well defined engineering knowledge, skills and experience to

				Prioritizes multiple resources to meet competing deadlines.	put infrastructure into service; Identifies situations of deviation from well-defined design assumptions; and Manages project budgets and schedules effectively.
3. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations; and Communicates in appropriate style in the oversight of construction personnel.	Basic knowledge of construction and maintenance processes; Manages small construction works or work packages; Assists with the compliance to design specifications, health and safety regulations; Does routine site inspections; Assists with control, testing and sampling; and Does measurement and level control on site.	Demonstrates competencies from level 1; Demonstrates competencies from previous levels; Knowledge of construction and maintenance processes; Participates in the mitigation of health, safety and environmental risks; Participates in the management of quality and risk; Participates in the monitoring of time / quality / cost; Participates in change approval by compiling and forwarding the necessary applications to the Senior Engineer; Manages the construction of internal and small projects; and	Demonstrates competencies from levels 1 and 2; Manages more than one construction team; Advanced knowledge of construction and maintenance processes; Manages project budgets and schedules effectively; Identifies contractual matters between the municipality and the contractor; Contributes to the management of quality and risk; Oversees and manages medium sized projects; Makes recommendations on project reports and payment certificates; and Contributes to development of capital	Demonstrates competencies from levels 1 to 3; Manages multiple maintenance and construction projects; Manages programme budgets and schedules; Negotiates with Client departments and stakeholders; Allocates resources (labour, material equipment) to achieve desired objectives; Identifies and implements corrective action; Liaises effectively with external authorities and other stakeholders on project specific issues; and Assists with feasibility and estimation of scopes and project values.	Demonstrates competencies from levels 1 to 4; Uses discretion in situations of deviation from design assumptions; Identifies and implements corrective action; Liaises with client departments and contractors; Detailed knowledge of Conditions of Contract and forms of tender; Initiates construction projects; Schedules contracts and milestones; Development and design of variations and contingencies; Undertakes dispute and conflict resolution; and Manages commissioning and retention.

		Facilitates compilation of Terms of Reference for small projects.	programmes for the municipalities.		
4. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.	Basic knowledge of technical specifications of elements within a system; Understands operating rules and procedures for infrastructure; Assists with infrastructure assessments; Makes recommendations for replacement and repair activities; Assists with the development of specifications for small works and repair; and Assists in the management of depot activities and small maintenance repair / replacement teams.	Demonstrates competencies from level 1; Knowledge of technical specifications of elements within the system; An understanding of the operating rules and procedures; Participates in trouble shooting problems occurring within infrastructure delivery; Identifies and escalates health, safety and environmental risks; Participates in infrastructure asset management and infrastructure lifecycle; Manages maintenance and repair teams; Participates in the compilation of annual budgets for maintenance and repair; and Participates in the development of routine and scheduled maintenance programmes.	Demonstrates competencies from levels 1 and 2; Manages an operations and maintenance section; Contributes to long term planning and forecasting of infrastructure operations and maintenance requirements; Contributes to the development of technical specifications for system requirements; Considers the financial, social, economic and environmental implications; Contributes to the commissioning and / or decommissions engineering works safely and with minimum disruption to municipal service provision; Understands asset management and contributes to the prioritization of	Demonstrates competencies from levels 1 to 3; Manages multiple operations and maintenance sections; Considers operational implications on a municipal wide basis; Predicts the financial, social, economic and environmental implications; Develops operating rules and procedures for infrastructure; Develops annual operations and maintenance programmes based on analysis of the infrastructure asset management system; Develops annual maintenance budgets for the section; Ensures compliance to operating procedures and specification; and Undertakes demand and conservation management.	Demonstrates competencies from levels 1 to 4; Leads and manages operations and maintenance teams and activities; Develops operating procedures for services in the municipality; Makes judgement decisions on issues falling inside of the operating rules and procedures; Identifies events, situations and incidents that may impact on the operation of infrastructure; Contributes to the development of national norms and standards; Develops annual budgets for sections; Participates in land use management assessments for upgrades or densification; Manages and implements linkages between maintenance and the design of small

			maintenance activities; and Schedules and specifies work for maintenance teams.		works and internal projects; Analyses operation and maintenance requirements in accordance with the IDP and development strategies; and Liaises with other, both internal and external, on integrated service.
Public Service Orientation Competencies					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of his / her ideas without suppressing their views; Acknowledges merits in others' arguments and incorporates them in proposals where warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and organisations function.	Demonstrates competencies from levels 1 to 4; and Sensitive to how people and organisations function.
2. Service Delivery Orientation The ability to explore and implement new ways of	Commitment to excellence; and Keeps commitments and promises in	Demonstrates competencies from level 1; and	Demonstrates competencies from levels 1 and 2; Engages effectively with general public;	Demonstrates competencies from levels 1 to 3; and	Demonstrates competencies from levels 1 to 4; and Has an understanding and appreciation of the

delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	undertaking tasks and meeting deadlines.	Professional in interaction with general public and stakeholders.	Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Speaks effectively on service delivery matters to all stakeholders.	service delivery imperative and its demands on public servants.
3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Ability to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.	Demonstrates competencies from levels 1 to 4; and Liaises and / or negotiates with local communities, rate payers, the municipal Council, provincial and national departments and structures, state owned entities, professional bodies, voluntary associations, interest groups, developers, unions, local and international funders, the press etc.

Personal					
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Enthusiastic in managing new projects; Take up new challenges; Pushes others to meet deadlines Maintain and develop contact with others.	Demonstrates competencies from levels 1 and 2; Pursues project objectives; Pushes self and motivates others for results; Sets and meets challenging goals; Displays a drive to do things better; Successfully completes projects with time and budget allocations; and Takes action if goals / objectives are not met.	Demonstrates competencies from levels 1 to 3; Relentlessly pursues project outcomes; Drives and motivates others; Meets challenging goals; Focused on doing things better; Drives time and budget parameters to deliver on projects; Achieves results through ensuring objectives are met	Demonstrates competencies from levels 1 to 4; and Focused on ensuring strategy and programme / project outcomes are met.
2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1; Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from levels 1 to 4; and Manages situations in the environment which might cause setbacks or failures.

3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; Shows a willingness to learn; Copes effectively with change; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.	Demonstrates competencies from levels 1 to 4; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.
4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.	Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry.	Demonstrates competencies from levels 1 to 3; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from levels 1 to 4; Promotes best practice; and Is networked within the industry.

		Learns from experience – does not repeat mistake.			
6. Accountability and ethical conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Admits own mistakes and weaknesses and seeks help from others were unable to deliver; Takes responsibility for own actions; and Has no agenda when dealing with issues or people.	Demonstrates competencies from level 1; Reports fraud, corruption, nepotism and maladministration; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; Shares information openly, whilst respecting the principle of confidentiality; and Develops and applies self-corrective measures.	Demonstrates competencies from levels 1 and 2; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Deals promptly, and in the interest of the City, with situations where conflict of interest arises.	Demonstrates competencies from levels 1 to 4; and Promotes a transparent and accountable administration.
Management / Leadership					
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; and Uses influence to achieve objectives.	Demonstrates competencies from levels 1 to 4; and Establishes support and projects authority and credibility.

2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from levels 1 to 4; and Builds team spirit and cohesion across function boundaries in the respective departments.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from the team; and Provides a clear sense of purpose and focuses on successful completion of objectives.	Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style;	Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor	Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and	Demonstrates competencies from levels 1 to 4; and Manages talent attraction, integration, development and retention through concerted efforts of knowledge transfer and coaching.

		<p>Sets challenging tasks that stretch individual's abilities and self-confidence;</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and</p> <p>Coaches individuals on matters of ethics and professional judgement.</p>	<p>performance and to provide the appropriate support;</p> <p>Sets challenging tasks that stretch individual's abilities and self-confidence;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Understands requirements for professional development of staff and encourages staff to work towards professional registration.</p>	<p>development of talent within the organisations;</p> <p>Understands organizational needs and formulates and implements development plans, outlining specific performance measures;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	
--	--	--	---	--	--

ENGINEERING PROFESSIONALS - TECHNOLOGIST

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Graduate Trainee: Technologist	Technologist: Civil Technologist: Chemical Technologist: Electrical Technologist: Mechanical Other Engineering	Senior Technologist: Civil Senior Technologist: Chemical Senior Technologist: Electrical Senior Technologist: Mechanical Other Engineering	Principal Technologist: Civil Principal Technologist: Chemical Principal Technologist: Electrical Principal Technologist: Mechanical Other Engineering	Chief Engineering Technologist (All Engineering disciplines)
KNOWLEDGE AND SCOPE OF WORK	Participates in broadly defined engineering tasks under supervision / mentorship of an engineering practitioner; and May be part of a structured training program.	Contribute to various broadly defined engineering functions. Some degree of independence but seeks strategic guidance as required; and Could assist superiors in providing specialist advice to clients.	Performs activities that are broadly defined in nature; Applies new technology into current practice; Works independently and seeks advice as and when required; and May supervise junior engineering personnel.	Manages broadly defined engineering functions; Works independently; and May supervise and mentor junior engineering personnel.	Leads broadly defined engineering activities and resources; Works independently; May mentor junior engineering personnel; and Specialises and advises in specific engineering sub-disciplines.
EXPERIENCE	3 years of relevant experience at technician level.	3 - 5 years relevant experience since obtaining BTech.	5 - 8 years relevant experience post registration.	8 years or more relevant experience post registration.	10 years or more relevant experience post registration.

QUALIFICATION	A relevant National Diploma; and A relevant B Tech degree in Engineering. Computer literacy: MS Office	A relevant B Tech degree in Engineering. Computer literacy: MS Office	A relevant B Tech degree in Engineering; and Registration as a Pr Tech Eng. Computer literacy: MS Office	A relevant B Tech degree in Engineering and registration as a Pr Tech Eng; and Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr Cert Eng. Computer literacy: MS Office	A relevant B Tech or preferably M Tech degree in engineering and registration as Pr Tech Eng; Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr Cert Eng. Computer literacy: MS Office
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Core Professional Competencies					
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	Participates planning by compiling, collating information from research, surveys and studies for broadly defined engineering problems; Analyses information to support feasibility studies; and Contributes to the compilation of feasibility studies for broadly defined engineering problems and projects.	Demonstrates competencies from level 1; Contributes to the development of models for the analysis of information; Conceptualizes options and makes recommendations; Contributes to analysis of the socio-economic impacts of the project; Contributes to costing and financial analysis of capital projects,	Demonstrates competencies from levels 1 and 2; Manages the planning inputs of junior engineering personnel; Develops scenarios and undertakes analysis of options; Applies broadly defined engineering knowledge, skills and experience to prepare detailed production plans of infrastructure as determined by long-term master planning;	Demonstrates competencies from levels 1 to 3; Manages and assigns resources to planning; Prioritises projects in terms of budget availability; Evaluates proposed projects, determines requirements and capacities by applying broadly defined engineering principles, produces draft plans and cost estimates,	Demonstrates competencies from levels 1 to 4; Initiates and oversees performance analysis, life cycle costing and maintenance projections of new and existing infrastructure; Forward plans systems applying engineering norms and departmental standards; and Plans proposed infrastructure to the requirements of

		<p>operations and maintenance; Determines life-cycle of assets under the guidance of the engineer; and Determines the remaining useful life of assets under guidance.</p>	<p>Analyses costs and financial implications; Understands the needs of the community and tailors engineering solutions to meet the needs of the community; and Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs.</p>	<p>evaluates to find optimum solution; Defines lines of communication, reporting and co-ordination with local communities and other stakeholders such as DWS, DOT, Eskom, Unions etc.; and Communicates with Town Planners, Consulting Engineers and Developers on broadly defined technical matters for proposed development projects and seeks the guidance engineers where necessary.</p>	<p>regulations and guidelines.</p>
<p>2. Organisational Awareness</p> <p>The ability to understand the key drivers in the Local Government sector and the municipality in order to apply this understanding to meet the service delivery challenges.</p>	<p>Understands how the business unit functions; Basic knowledge about the municipality; Advanced knowledge of the local government environment; Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Awareness of the issues impacting service delivery.</p>	<p>Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to</p>	<p>Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.</p>	<p>Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate /</p>	<p>Demonstrates competencies from levels 1 to 4; Global awareness of development in the infrastructure sector; Contributes to managing the infrastructure in accordance with asset management principles; and Provides services and infrastructure in accordance with the IDP.</p>

		local government within specific functional area; and Knowledge of the issues impacting service delivery.		Municipality's challenges in delivering municipal services.	
3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from levels 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.	Demonstrates competencies from levels 1 to 4; and Manages compliance with engineering standards with regard to projects and programmes.
Functional Competencies					
1. Design The ability to design infrastructure in accordance with engineering codes and standards, and with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.	Participates in the design of infrastructure elements and processes under supervision; Participates in feasibility studies and makes recommendations on solutions to broadly defined engineering problems; Participates in the compilation of engineering drawings for infrastructure;	Demonstrates competencies from level 1; Contributes to the design of infrastructure and processes with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability and seeks advice for broadly defined engineering and alternate technology solutions;	Demonstrates competencies from levels 1 and 2; Checks designs and detailing of junior engineering personnel; Designs broadly defined engineering infrastructure and processes; Liaises with client departments regarding design specifications; Signs off designs and drawings for broadly defined projects;	Demonstrates competencies from levels 1 to 3; Manages and assigns resources to designs projects; Prioritizes design in terms of budget availability; Regulates development proposals for urban and rural developments, scrutinizes and approves broadly defined infrastructure designs and initiates	Demonstrates competencies from levels 1 to 4; Manages the design team and / or design office and drawing registry; Oversees and ensures the infrastructure is fit for purpose; Leads the research of alternatives / new technologies; Ensures an integrated infrastructure asset

	Participates in site investigations to support feasibility; and Participates in the compilation of tender and contract documents for infrastructure, under supervision.	Initiates site investigations and specifies requirements thereof; Contributes to the compilation of engineering drawings for broadly defined designs; and Contributes in the compilation of tender and contract documents independently.	Seeks advice for complex engineering problems and new technologies; Approves contract and tender documents; Considers the appropriateness of engineering solutions in the context of the community needs; and Uses appropriate technologies in meeting community needs.	methods to improve efficiency; Plans and designs upgrades to existing networks, applying engineering knowledge, principles and norms to the requirements of regulations and guidelines; and Interprets and scopes design requirements for service' delivery as guided by master plans, prepares concept proposals and seeks and provides advice on latest technology, prepares contract documentation.	management plan exists; Grades and establishes the condition and expected useful life of assets; Determines asset criticality; and Does financial modelling for assets including replacement costs, life cycle costs and O&M budget as initiated by the engineer.
2. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.	Participates in assigned tasks to the agreed standards (completes work within the scope of the TOR); Placed as a Site Agent on projects; Ensures design compliance of broadly defined activities, progress and expenditure within budget; and Makes recommendations on variation and	Demonstrates competencies from level 1; Manages internal projects to the agreed standards; Tracks progress and quality and reports to project manager; Tracks expenditure, compiles certificates and submits to project manager for approval; Manages resources to achieve the project objectives;	Demonstrates competencies from levels 1 and 2; Plans and assigns resources to internal works projects; Manages the construction, refurbishment or replacement of infrastructure services; Ensures project compliance with EPWP policies and ensures use of labour intensive construction methods;	Demonstrates competencies from levels 1 to 3; Manages multidisciplinary projects and programmes; Prioritizes multiple resources to meet competing deadlines; Manages supply chain activities and ensures compliance with supply chain policy and tender procurement processes; Understands and applies technical	Demonstrates competencies from levels 1 to 4; Initiates, develops and plans multi-year projects; Provides specialist technical and specification input for projects; Provides advice on scope variation and project contingency; and Manages contracts and projects and deals with disputes, in terms of

	contingencies and seeks approval.	Prioritizes activities to ensure that project is completed within schedule; and Able to complete project within budget.	Evaluates and gives input during appraisal of tenders; Monitors achievements of KPAs and general compliance with grant conditions such OH and S plan; Manages multiple projects to agreed standards; Prioritizes multiple resources to meet competing deadlines; and Manages multiple budgets.	knowledge of functional duties, processes, methodology and systems; Plans, controls and deliver projects and programmes to agreed time, cost and quality requirements; Applies engineering knowledge, skills and experience to put infrastructure into service; and Understands and applies technical knowledge of functional duties, processes, methodology and systems.	varied forms of contract, and makes recommendations to the engineer for termination of projects due to non-compliance with scope and contract.
3. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations; and Communicates in appropriate style in the oversight of construction personnel.	Has knowledge of construction and maintenance processes; Facilitates and monitors scope / time / quality / cost change approval by compiling and forwarding the necessary applications to the Senior Engineer; Manages the construction of internal projects; Facilitates compilation of Terms of Reference for projects; and	Demonstrates competencies from level 1; Has detailed knowledge of construction and maintenance processes; Able to deal effectively with contractual matters between the municipality and the contractors; Mitigates health, safety and environmental risks; Manages quality and risk;	Demonstrates competencies from levels 1 and 2; Allocates resources (labour, material equipment) to achieve desired objectives; Uses discretion in situations of deviation from design assumptions; Identifies and implements corrective action; Liaises with client departments and contractors;	Demonstrates competencies from levels 1 to 3; Manages multiple maintenance and construction projects; Reviews and approves the construction programmes of contractors; Manages programme budgets and schedules; Negotiates with Client departments and stakeholders; Oversees the commissioning and	Demonstrates competencies from levels 1 to 4; Detailed knowledge of Conditions of Contract and forms of tender; Develops and implementation of project charters; Initiates construction projects; Schedules contracts and milestones; Develops and design of variations and contingencies;

	Facilitates compilation of Business Plan (BP) or Registration form.	Oversees and manages medium sized projects; Verifies project reports; and Evaluates and gives input during appraisal of tenders.	Manages project budgets and schedules effectively; and Liaises effectively with external authorities and other stakeholders on project specific issues.	decommissioning of infrastructure; Compiles the capital programme of the municipality; Develops and approves the construction programme; Assesses and approves scope and specification; Manages the construction and capital programme of the municipality; and Manages grant funded programmes and applications and reporting.	Dispute and conflict resolution; and Commissions and manage retention.
4. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.	Knowledge of technical specifications of elements within a system; Understands operating rules and procedures for the system; Participates in the preparation of tender documents for minor works and services; Assists with identifying the replacement of infrastructure due to failure; Participates in the generation of replacement and	Demonstrates competencies from level 1; Detailed knowledge of technical specifications of elements within the system; Detailed understanding of the operating rules and procedures; Can troubleshoot problems occurring within the system; Mitigates health, safety and environmental risks; Contributes to the construction, refurbishment or	Demonstrates competencies from levels 1 and 2; Applies engineering knowledge, skills and experience to put infrastructure into service; Manages junior engineering personnel; Understands and applies engineering knowledge, skill and experience in a specific service delivery; Offers specialised advice to others; Draws on innovation and best practice in	Demonstrates competencies from levels 1 to 3; Manages multiple maintenance teams and depots; Understands risk and guides the management of risk; Manages supply chain activities and ensures compliance with supply chain policy and tender procurement processes; Considers operational implications on a municipal wide basis, plans and manage departmental resources;	Demonstrates competencies from levels 1 to 4; Manages a small to medium operations and maintenance department or a single discipline; Develops operating rules and procedures for infrastructure delivery; Makes judgement decisions on issues falling within operating rules and procedures; Identifies events, situations and incidents that may impact on the

	<p>augmentation programmes; Participates in the maintenance of infrastructure and supply systems; Participates in the implementation of maintenance programmes; Manages small maintenance teams; and Participates in developing specifications that are broadly defined.</p>	<p>replacement of infrastructure services, that are broadly defined by nature, to conform to the standards, time constraints and budgets of the planning and design requirements; Contributes to the development of maintenance programmes and ensures the implementation of routine and scheduled maintenance; and Ensures that all asset positions and activities are captured in the asset management systems and identifies replacement strategies.</p>	<p>devising broadly defined solutions to ensure service delivery is provided with minimum interruption and to a satisfactory standard; Develops operating procedures for infrastructure systems and manages operations and maintenance teams; Determines technical specifications for Infrastructure requirements; Considers the financial, social, economic and environmental implications; Commissions and / or decommissions engineering works safely and with minimum disruption to municipal service provision; and Manages depots and rehabilitation teams.</p>	<p>Predicts the financial, social, economic and environmental implications; Contributes to the development of norms and standards; Anticipates events, situations and incidents that may impact on the operation for the municipality; Makes recommendations on issues falling outside of the operating rules and procedures; Liaises with other both internal and external on integrated service delivery matters; and Undertakes long term planning and forecasting of infrastructure requirements.</p>	<p>operation of a service delivery component; Develops replacement programmes; Develops system demand and operating requirements; Determines broadly defined technical specifications for systems requirements; Inspects and tests infrastructure for operation efficiency; Initiates and ensures effective life cycle management of infrastructure and ensures effective handover of completed infrastructure; and Manages handover inspections, the compilation of snag lists and completion certificate issuance.</p>
Public Service Orientation					
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people</p>	<p>Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.</p>	<p>Demonstrates competencies from level 1; Relates to people at all levels of the organisation;</p>	<p>Demonstrates competencies from levels 1 and 2; Convinces others of his / her ideas without suppressing their views;</p>	<p>Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful;</p>	<p>Demonstrates competencies from levels 1 to 4; and Sensitive to how people and organisations function.</p>

within and outside of the municipality.		Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Acknowledges merits in others' arguments and incorporates them in proposals where warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and organisations function.	
2. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from levels 1 to 3; Speaks effectively on service delivery matters to the media; and Has an appreciation and understanding of the service delivery imperative and its demands on public servants.	Demonstrates competencies from levels 1 to 4; and Has an understanding and appreciation of the service delivery imperative and its demands on public servants.
3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience;	Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately;	Demonstrates competencies from levels 1 to 4; and Liaises and / or negotiates with local communities, rate payers, the municipal Council, provincial and national departments and structures, state owned entities,

		Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.	professional bodies, voluntary associations, interest groups, developers, unions, local and international funders, the press etc.
Personal					
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Enthusiastic in managing new projects; Take up new challenges; Pushes others to meet deadlines Maintain and develop contact with others.	Demonstrates competencies from levels 1 and 2; Pursues project objectives; Pushes self and motivates others for results; Sets and meets challenging goals; Displays a drive to do things better; Successfully completes projects with time and budget allocations; and Takes action if goals / objectives are not met.	Demonstrates competencies from levels 1 to 3; Relentlessly pursues project outcomes; Drives and motivates others; Meets challenging goals; Focused on doing things better; Drives time and budget parameters to deliver on projects; Achieves results through ensuring objectives are met.	Demonstrates competencies from levels 1 to 4; and Focused on ensuring strategy and programme / project outcomes are met.
2. Resilience The ability to responds constructively to pressure /	Accepts criticism about performance in stride, while maintaining work standards;	Demonstrates competencies from levels 1;	Demonstrates competencies from levels 1 and 2; and	Demonstrates competencies from levels 1 to 3; and	Demonstrates competencies from levels 1 to 4; and

stress situations and the ability to persist goals despite obstacles and setbacks.	Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Plans and initiates new ways forward.	Proactively searches the environment to detect situations which might cause setbacks or failures.	Manages situations in the environment which might cause setbacks or failures.
3.Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; Shows a willingness to learn; Copes effectively with change; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.	Demonstrates competencies from levels 1 to 4; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.
4.Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.	Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.

			Probes deeply and considers consequences and risks attached to actions.		
5.Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistake.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry.	Demonstrates competencies from levels 1 to 3; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from levels 1 to 4; Promotes best practice; and Is networked within the industry.
6.Accountability and ethical conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Admits own mistakes and weaknesses and seeks help from others were unable to deliver; Takes responsibility for own actions; and Has no agenda when dealing with issues or people.	Demonstrates competencies from level 1; Reports fraud, corruption, nepotism and maladministration; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; Shares information openly, whilst respecting the principle of confidentiality; and Develops and applies self-corrective measures.	Demonstrates competencies from levels 1 and 2; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Deals promptly, and in the interest of the City, with situations where conflict of interest arises.	Demonstrates competencies from levels 1 to 4; and Promotes a transparent and accountable administration.

Management / Leadership					
1.Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; and Uses influence to achieve objectives.	Demonstrates competencies from levels 1 to 4; and Establishes support and projects authority and credibility.
2.Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from levels 1 to 4; and Builds team spirit and cohesion across function boundaries in the respective departments.
3.Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from the team; and Provides a clear sense of purpose and focuses	Demonstrates competencies from levels 1 to 4; and Organises resources and inspires others towards focused performance.

				on successful completion of objectives.	
4.Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretch individual's abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and Coaches individuals on matters of ethics and professional judgement.	Demonstrates competencies from levels 1 and 2; Encourages self- reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretch individual's abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff and encourages staff to work towards professional registration.	Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders Actively involved in the retention and development of talent within the organisations; Understands organizational needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from levels 1 to 4; and Manages talent attraction, integration, development and retention through concerted efforts of knowledge transfer and coaching.

ENVIRONMENTAL HEALTH: AIR QUALITY COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Air Quality Officer Environmental Health Practitioner: Air Quality Senior Environmental Health Practitioner: Air Quality	Functional Head: Air Quality Senior Air Quality Officer Senior Environmental Health Officer: Air Quality Senior Environmental Health Practitioner: Air Quality	Deputy Director: Air Quality Monitoring & Maintenance (Local Government) Principal Environmental Health Officer: Air Quality Regional Air Quality Practitioner	Director: Air Quality Monitoring & Maintenance (Local Government) Manager (Head): Air Quality Management Manager (Head): Specialised Environmental Health Head: Environmental Health Specialised Services
KNOWLEDGE AND SCOPE OF WORK	Knowledge of: National Environmental Management Act of 1998; National Environmental Management: Air Quality Act 39 of 2004 and applicable national, provincial and local regulations and by-laws; Municipal Systems Act; National atmospheric emission licensing system; and National atmospheric emission inventory system. Air Quality practitioners should understand / have knowledge of:	Knowledge, Interpretation and application of: National Environmental Management Act of 1998; National Environmental Management: Air Quality Act 39 of 2004 and applicable national, provincial and local regulations and by-laws; Municipal Finance Management Act (2003); Municipal Systems Act; National Framework on Air Quality Governance; National atmospheric emission licensing system;	Knowledge, Interpretation and application of: National Environmental Management Act of 1998; National Environmental Management: Air Quality Act 39 of 2004 and applicable national, provincial and local regulations and by-laws; Municipal Finance Management Act (2003) Municipal Systems Act; National Framework on Air Quality Governance; National atmospheric emission licensing system;	Knowledge, Interpretation and application of: National Environmental Management Act of 1998; National Environmental Management: Air Quality Act 39 of 2004 and applicable national, provincial and local regulations and by-laws; Municipal Finance Management Act (2003); Municipal Systems Act; National Framework on Air Quality Governance; National atmospheric emission licensing system;

	<p>The basic public health principles and the interdisciplinary nature of environmental protection and environmental health;</p> <p>Environmental protection and environmental health principles and practices;</p> <p>Environmental Impact Assessment (EIA) regulation and processes;</p> <p>Atmospheric dispersion models;</p> <p>Establishing and maintaining local emission inventories</p> <p>Basic government functions; and</p> <p>Be sensitive to the different cultures found within the Municipality.</p>	<p>National atmospheric emission inventory system; Health Act 63 of 1977; and Atmospheric Pollution Prevention Act of 1965.</p> <p>Air Quality practitioners should understand / have knowledge of:</p> <p>The basic public health principles and the interdisciplinary nature of environmental health;</p> <p>Environmental protection and environmental health principles and practices;</p> <p>Environmental Impact Assessment (EIA) regulation and processes;</p> <p>Atmospheric dispersion models;</p> <p>Establishing and maintaining local emission inventories;</p> <p>Basic government functions; and</p> <p>Be sensitive to the different cultures found within the Municipality.</p>	<p>National atmospheric emission inventory system; Health Act 63 of 1977; and Atmospheric Pollution Prevention Act of 1965.</p> <p>Air Quality Practitioners should understand / have knowledge of:</p> <p>The basic public health principles and the interdisciplinary nature of environmental protection and environmental health;</p> <p>Environmental protection and environmental health principles and practices;</p> <p>Environmental Impact Assessment (EIA) regulation and processes;</p> <p>Atmospheric dispersion models;</p> <p>Supervising implementation and maintenance of emission inventories;</p> <p>Basic government functions; and</p> <p>Be sensitive to the different cultures found within the Municipality.</p>	<p>National atmospheric emission inventory system; Health Act 63 of 1977; and Atmospheric Pollution Prevention Act of 1965.</p> <p>Air Quality Practitioners should understand / have knowledge of:</p> <p>The basic public health principles and the interdisciplinary nature of environmental protection and environmental health;</p> <p>Environmental protection and environmental health principles and practices;</p> <p>Environmental Impact Assessment (EIA) regulation and processes;</p> <p>Atmospheric dispersion models;</p> <p>Managing emission inventories;</p> <p>Basic government functions; and</p> <p>Be sensitive to the different cultures found within the Municipality.</p>
EXPERIENCE	2 - 5 years in the related field of air quality management / climate change / sustainable energy and environmental / health / management.	5 - 8 years in the related field of air quality management / climate change / sustainable energy and environmental health / management with	8 years or more in the related field of air quality management / climate change / sustainable energy and environmental health / management with	8 years or more in the related field of air quality management / climate change / sustainable energy and environmental health / management with

		two (2) years at supervisory level.	three (3) years at supervisory level.	four (4) years at supervisory level.
QUALIFICATION	Relevant 3 year tertiary qualification preferably in Environmental Science / Environmental Health / Environmental Management / other related qualification; Peace Officer Certificate; Certified Environmental Management Inspector; Registered with a relevant professional body; Code EB Driver's Licence; and Computer Literacy: MS Office	Relevant 4 year tertiary qualification preferably a B-Tech: Environmental Science / Environmental Health / Environmental Management / other related qualification; Peace Officer Certificate; Certified Environmental Management Inspector; Registered with a relevant professional body; Code EB Driver's Licence; and Computer Literacy: MS Office	Relevant 4 year tertiary qualification preferably a B-Tech: Environmental Science / Environmental Health / Environmental Management / other related qualification; Peace Officer Certificate; Certified Environmental Management Inspector; Registered with a relevant professional body; Code EB Driver's Licence; and Computer Literacy: MS Office	Relevant 4 year tertiary qualification preferably a B-Tech: Environmental Science / Environmental Health / Environmental Management / other related qualification; Peace Officer Certificate; Certified Environmental Management Inspector; Registered with a relevant professional body; Code EB Driver's Licence; and Computer Literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.	Understands how the business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment;	Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals;	Demonstrates competencies from levels 1 and 2; Contributes to shaping the departmental specific goals and priorities;	Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities;

	Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Awareness of the issues impacting service delivery.	In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to local government within specific functional area; and Understands the issues impacting service delivery.	Well-developed knowledge of relevant municipal legislation, regulations and by-laws; and Contributes toward addressing the departmental service delivery challenges.	Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation, regulations and by-laws; and In-depth understanding of the Directorate / Municipality's challenges in delivering municipal services.
2. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete.	Demonstrates competencies from level 1; Manages resources within function to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements.	Demonstrates competencies from levels 1 and 2; Plans, organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.	Demonstrates competencies from levels 1 to 3; Plans, organizes, Prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.

<p>3. Financial Management</p> <p>Drives optimisation of financial management of the municipality through use of standard operating procedure.</p>	<p>Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate;</p> <p>Prepares own budget in line with the strategic objectives of the organisation; and</p> <p>Understands the SCM policy and process and applies sound procurement management.</p>	<p>Demonstrates competencies from level 1, plus;</p> <p>Shows initiative in suggesting possible solutions to certain problems;</p> <p>Understands, analyses and monitors financial reports;</p> <p>Ensures proper records of financial affairs and transactions;</p> <p>Prepares financial reports and guidelines based on prescribed format; and</p> <p>Aligns expenditure to budgets and cash flow projections.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Identifies, analyses and suggests possible solutions to certain problems;</p> <p>Coordinate payment to the service providers and from the communities in items of fines and other corrective measures;</p> <p>Demonstrates understanding of the supply chain management of the municipality;</p> <p>Ensures no fruitless and wasteful expenditure in the team;</p> <p>Manages and monitors financial risk;</p> <p>Continuously looks for new opportunities to obtain and save funds;</p> <p>Develops corrective measures / actions to ensure alignment of budget to financial resources;</p> <p>Promotes adherence to sound financial management standards, policies and practices; and</p> <p>Identifies and acts on irregular expenditure and other losses that may constitute a criminal offence.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Develop budgetary requirements for Environmental health;</p> <p>Authorizes and monitors budget spending;</p> <p>Well versed and applies supply chain management policy and principles;</p> <p>Well versed in the application of the Municipal Finance Management Act; and</p> <p>Understands and weighs up financial implications of propositions.</p>
---	--	---	---	--

<p>4. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the City's procedures in order to achieve the tasks / functional results of the work.</p>	<p>Contributes to planning by compiling and collating information from research, surveys and studies;</p> <p>Contributes to the development of the organisation's annual work plans; and</p> <p>Organises and plans on a quarterly and annual basis.</p>	<p>Demonstrates competencies from level 1 plus;</p> <p>Translates objectives into specific plans;</p> <p>Sets short term and longer term business plans and goals and cascades it to the work team and individual performance objectives;</p> <p>Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources;</p> <p>Measures progress and monitors performance and results;</p> <p>Conceptualises options;</p> <p>Identifies and allocates resources;</p> <p>Develops contingency plans for potential problems; and</p> <p>Assists others to plan and organise their work.</p>	<p>Demonstrates competencies from levels 1 and 2 plus;</p> <p>Sets goals and objectives relevant to the function and focuses on the customer's needs;</p> <p>Develops integrated plans for the work unit and others that interface with the department's budget and MTREF;</p> <p>Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results;</p> <p>Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; and</p> <p>Develops scenarios on projects.</p>	<p>Demonstrates competencies from levels 1 to 3 plus;</p> <p>Identifies and acts on opportunities to partner with other departments in the City to achieve desired results;</p> <p>Develops partnership agreements that ensures win- win outcomes for all parties;</p> <p>Interprets IDP and planning initiatives into specific project requirements; and</p> <p>Projects and forecasts short, medium and long term needs for the City.</p>
<p>Functional Competencies</p>				
<p>1. Strategy Development & Implementation</p> <p>Ability to do long-term planning and execute the expected activities.</p>	<p>Implements the Air Quality Management Plan;</p> <p>Facilitates development of Sustainable Energy and Climate Change Strategy;</p> <p>Develops environmental monitoring strategies to mitigate or reduce air pollution; and</p> <p>Adopts appropriate work methods, systems and</p>	<p>Demonstrates competencies from level1, plus;</p> <p>Develops the Air Quality Management Plan;</p> <p>Manages the development of multidisciplinary and cross-cutting policies;</p> <p>Participates in the implementation of environmental management activities;</p>	<p>Demonstrates competencies from levels 1 and 2, plus;</p> <p>Develops policies and strategies for air quality management;</p> <p>Reviews and implements the Air Quality Management Plan and other strategies; and</p> <p>Promotes reduction of greenhouse gases and ozone depleting substances.</p>	<p>Demonstrates competencies from levels 1 to 3, plus;</p> <p>Ensures that the unit's goals, structure, strategy and work methods all fit well together (are compatible with each other);</p> <p>Takes constraints and opportunities into account when setting goals and making plans for the unit; and</p>

	processes for achieving unit goals.	Compiles and updates Environmental Management System legal registers; and Provides inputs into the IDP.		Provides strategic direction for air quality management programme.
2. Stakeholder Management Manages the interface and relationship with key stakeholders in support of meeting objectives.	Maintains close national and international liaison on all matters relating to air quality and participates in local, national, provincial programmes and international conferences; Listens to understand requirements without making assumptions; Demonstrates an enthusiastic and 'can do attitude' to all requests; Provides timely, accurate and personalised responses; Provides a polite and helpful first point of contact for stakeholders; and Learns from feedback to improve personal service to others.	Demonstrates competencies from level 1, plus; Identifies relevant stakeholders for the program; Involves stakeholders in the planning and implementation of the Environmental Management Systems; Seeks to understand requirements, gathering extra information when needs are not clear; Presents the municipality positively by interacting effectively with stakeholders; Delivers a timely and accurate service; Understands the differing needs of stakeholders and adapts own service; Accordingly seeks and uses feedback from a variety of sources to improve the service; and Responds to stakeholder needs in a generic way, irrespective of varying stakeholder needs.	Demonstrates competencies from previous levels, plus; Understands diverse stakeholder needs and customises team deliverables accordingly; Encourages team members to think of customers first; Manages stakeholder expectations, so they are high but realistic; Removes barriers to understanding the needs of diverse stakeholders, including hard to reach groups; and Focuses own and team's efforts on delivering a quality and committed.	Demonstrates competencies from previous levels, plus; Adapts objectives to address stakeholder needs and requests; Builds the municipality's reputation as an organisation committed to excellent service delivery; Manages stakeholders' and customers' expectations of the municipality by anticipating and influencing changing priorities; Instills a culture that encourages Batho Pele principles; and Builds the confidence of staff, stakeholders by ensuring the municipality delivers quality work.
3. Air Quality Management The ability to manage legislative requirements and compliance matters in relation to air quality.	Addresses weaknesses in the Air Quality Control System; Assesses atmospheric emission license and permit applications;	Demonstrates competencies from levels 1 plus; Provides support to municipal departments on air quality improvement;	Demonstrates competencies from levels 1 and 2, plus; Develops and maintains a comprehensive emissions inventory for the municipality;	Demonstrates competencies from levels 1 to 3, plus; Approves atmospheric emission license and permit applications;

	Compiles and maintains atmospheric emission inventory which includes licensed and permitted facilities; Investigate and respond to complaints and compile reports; Compiles and maintains a database of air quality complaints; and Investigate emergency incidents as defined in NEMA.	Quality assures atmospheric emission license and permit applications; Develops the Complaints Management System; and Co-ordinate emergency incidents investigations (NEMA).	Recommends atmospheric emission license and permit applications; Supervise the investigation and resolution of customer complaints; Designs and develops sustainable revenue streams for air quality licences and manage revenue; and Recommend sign-off of concluded emergency investigations.	Ensures resolution of complex client or customer complaints; Manages and monitors the complaints management process and system; Monitors and evaluates sustainable revenue streams for air quality licences; and Sign-off emergency incident investigations.
4. Research Ability to review and study relevant information from various sources to develop new information.	Acquires information on all aspects of Air quality; and Interprets air quality data.	Demonstrates competencies from level 1 plus; Manages the environmental trend analysis process; and Communicates research findings to the team.	Demonstrates competencies from previous levels, plus; Researches applicable legislative tools and current state of art; and Articulates the research findings to team and stakeholders.	Demonstrates competencies from previous levels; and Applies best practices to improve air quality for the municipality.
5. Compliance and Enforcement The ability to follow processes, conclude investigations and generate compliance notices and documentation to ensure enforcement of relevant legislation.	Undertake compliance and enforcement investigations in terms of s31 of NEMA; Draft compliance notices; Serves statutory notices and notifications to stop or correct specific sequences to enable compliance; Monitors conformance with served orders through scheduled or ad hoc inspections; and Institutes further or urgent measures such as termination of operations, closure of	Demonstrates competencies from level 1, plus; Compiles air quality standards; Compiles air quality bylaws; Investigates air quality standards ascendances; Undertakes site visits at industries applying for permits; and Monitors level of compliance with ambient air quality.	Demonstrates competencies from levels 1 and 2, plus; Develop annual implementation plan for the compliance and enforcement strategy; Supervise the implementation of the plan; Scrutinise notices for legal compliance and recommend for sign-off; Develops and implements internal and external air quality compliance monitoring strategies;	Demonstrates competencies from levels 1 to 3, plus; Develop compliance and enforcement strategy to ensure compliance with Air Quality Act and regulations; Sign-off compliance and enforcement notices; and Monitors implementation and compliance and enforcement strategy.

	premises and issuing of fines and / or other court action.		Enforces the implementation of air quality by-laws; Conducts compliance audits to ensure air quality compliance monitoring of the city's facilities; Coordinates air quality compliance monitoring activities; and Conducts investigations and do follow-up on complains relating to air quality and ambient noise.	
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with others within and outside the City.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1, plus; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2, plus; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3, plus; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Awareness of how people and organisations function.
2. Communication The ability to listen attentively, grasp issues, present information in a clear manner, respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Adapts communication content and style according to the audience including	Demonstrates competencies from level 1, plus; Delivers messages in a manner that gains support, commitment and agreement;	Demonstrates competencies from levels 1 and 2, plus; Develops a well-defined communication strategy; Balances political views with organisational needs when	Demonstrates competencies from levels 1 to 3, plus; Ability to read situations and interest positions and to respond appropriately;

	managing body language effectively.	Communicates effectively with people at all levels within the City; Communicates controversial, sensitive messages to stakeholders tactfully; Listens well and is receptive and encourages participation and mutual understanding; and Communicates high risk sensitive matters to all relevant stakeholders.	communicating differing viewpoints on complex issues; Steers negotiations around complex issues and arrives at a win / win situation; Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; Markets and promotes the municipality to external stakeholders; Communicates with the media without compromising the integrity of the municipality; and Responds to questions with accurate and complete answers.	Uses language and style to capture the attention of the audience; Is sought after to lead negotiations and represent the municipality; and Coordinates negotiations at different levels within the municipality and externally.
3. Service Delivery Orientation The ability to explore and implement new innovative strategies to deliver services that contributes to the improvement of the municipal processes in order to achieve municipal goals.	Is committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Establishes a collaborative relationship with the community.	Demonstrates competencies from level 1, plus; Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; and Professional in interaction with the general public and stakeholders.	Demonstrates competencies from levels 1 and 2, plus; Understands and articulates community needs in sector plans; Manages community expectations within financial, technical and capacity constraints; Integrates processes, policies and structures across the organisation to achieve improved efficiency and effectiveness; Monitors service providers to ensure that service delivery meets the standards set out in	Demonstrates competencies from levels 1 to 3, plus; Identifies the need for section 78 investigations in terms of the Municipal Systems Act (Constantly assess the effectiveness of service delivery models); Identifies innovative service delivery options for the City; Ensures service delivery mechanisms are innovative and fully comply with the Municipal Systems Act and the Municipal Finance Management Act; and

			the SLAs and inspires them to improve service standards; and Identifies and analyses opportunities where innovative ideas can lead to improved service delivery.	Consults and utilises international best practices on service delivery innovation.
4. Customer Orientation and Customer Focus Understands the service needs of clients / customers (internal and external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problem promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1, plus; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focussed outcomes (i.e. performance management, resource allocation, etc).	Demonstrates competencies from levels 1 and 2, plus; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision.	Demonstrates competencies from levels 1 to 3, plus; Defines a client service vision and how it strategically fits within the organisation; Clearly articulates a City's vision that supports a client focussed workforce; and Aligns the organisational structure and management processes to support the client vision.
Personal Competencies				
1. Negotiation Skills Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.	Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents convincing / persuasive arguments.	Demonstrates competencies from level 1 plus; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes;	Demonstrates competencies from level 1 and 2 plus; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated	Demonstrates competencies from levels 1 to 3 plus; Assesses the reaction of key players and adjusts arguments accordingly; Creates a vision of the future that others can relate to and find attractive; Negotiates successful outcomes with stakeholders, gaining their support to

		Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached.	issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved.	achieve organisational objectives; Identifies the real power base in other organisations as a starting point for negotiation; and Understands outside partners' preferred approaches to agreeing solutions.
2. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self-starter;	Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; and Manages the meeting of targets and outcomes.
3. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from levels 1 and 2; Continues to attempt to improve, despite setbacks or other constraints; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
4. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

5. Cognitive Ability	<p>Shows strong analytical reasoning; Strong attention to detail; Works within a relatively structured environment; Distinguishes between critical and irrelevant pieces of information; and Gathers information from a variety of sources to reach a conclusion.</p>	<p>Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; Develops new ways to solve problems; Identifies critical connections and patterns in information / data; Soundly analyses verbal and numerical data; Recognises causes and consequences of actions and events that are not readily apparent; and Anticipates and thinks ahead about next steps.</p>	<p>Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Ability to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; Probes deeply and considers consequences and risks attached to actions; Independently engages in tasks requiring interpretation of complex and often vague sets of information; Identifies gaps in information and makes assumptions in order to continue analysis and / or take action; Seeks a wide range of sources of information; Is sought out by others for advice and solutions on how to best interpret and use information; and Discerns the level of pressure or influence to apply in each aspect of the analysis in relation to the broader context.</p>	<p>Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Considers alternatives; Develops conceptual frameworks that guide analysis; and Draws sound conclusions based upon a mixture of analysis and experience.</p>
6. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	<p>Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and</p>	<p>Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and</p>	<p>Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.</p>	<p>Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and</p>

	Seeks ongoing support for own limitations (e.g. from coach or mentor).	Learns from experience – does not repeat mistakes.		Encourages others to learn and share from mistakes and shares experiences.
Management / Leadership Competencies				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; Commands respect from peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from previous level plus; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.	Demonstrates competencies from previous levels plus; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Is called upon to mediate conflicts and disagreements.	Demonstrates competencies from previous levels plus; Motivates and inspires others; Establishes support and projects authority and credibility; Presents himself or herself well in different settings – public, media or to staff; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and Persuades political heads to adopt and implement results / outcomes of project.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; Shares information and collaborates easily with others; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and	Demonstrates competencies from previous level plus; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the City and looks for ways to cooperate and integrate; and	Demonstrates competencies from previous levels plus; Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; and Builds team spirit in cohesion across function boundaries in the respective departments.	Demonstrates competencies from previous levels plus; Seeks an integrated approach to service delivery across other municipal functions; and Seeks to exploit synergies that may exist with other directorates.

	Creates strong morale / team spirit.	Works effectively with people from other organisations / departments and manage in a competitive environment.		
3. Coaching and Mentoring The ability to assess skills, performance and potential of team members and encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and team members; Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; and Balances the organisations tasks and goals with subordinates personal and professional needs.	Demonstrates competencies from previous level plus; Diagnoses performance issues and determines appropriate developmental intervention to suit the individual's learning style; Sets challenging tasks that stretches individual's abilities and self confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages self-reliance and allows staff to make and learn from mistakes.	Demonstrates competencies from previous levels plus; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; Actively involved in the retention and development of talent within the organisation; and Understands organisational needs and formulates and implements development plans, outlining specific performance measures.	Demonstrates competencies from previous levels plus; Formulates and implements appropriate policies to support staff development; Ensures that training policies support the strategy and drive the desired behaviours; and Actively creates development opportunities by crafting roles to best meet the needs of managers.
4. Direction Setting Determines and articulate the Vision, sets the direction for the organisation and / or unit and inspires others to deliver on the organisational mandate.	Gives direction to the team in realising the organisation's strategic objectives; Achieves strategic objectives against specified performance measures; and Defines roles and responsibilities for project team members and clearly communicates expectations.	Demonstrates competencies from previous level plus; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates and coaches project teams to achieve highest project results; Seeks mutual benefit / win-win outcomes for all concerned;	Demonstrates competencies from previous levels plus; Provides advice and guidance on policies; Acts decisively having assessed the risks; Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the	Demonstrates competencies from previous levels plus; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long term goals and arrives at multiple ways of achieving goals; Is very forward thinking and produces innovation and has

		<p>Inspires staff with own behaviour – “walks the talk”; and</p> <p>Complies with statutory requirements and apply policies consistently.</p>	<p>desired outcomes of the project;</p> <p>Initiates and manages change in pursuit of strategic objectives;</p> <p>Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader organisational goals;</p> <p>Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects of the day-to-day operations; and</p> <p>Monitors policy implementation and puts in place procedures to manage risks.</p>	<p>the ability to link ideas in new ways;</p> <p>Provides leadership on policy related matters;</p> <p>Involves top-level political authority and other relevant stakeholders in the buy-in process; and</p> <p>Initiates projects that lead to the achievement of long-term strategic objectives of the organisation.</p>
--	--	---	--	--

ENVIRONMENTAL HEALTH

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited)	Assistant Environmental Health Practitioner.	Environmental Health Practitioner	Operational Manager Environmental Health Principal Environmental Health Professional Senior Environmental Health Practitioner	Manager: Environmental Health Head: Environmental Health
KNOWLEDGE AND SCOPE OF WORK	Local Environmental Health Bylaws; Practical and basic legislative requirements to implement a pest control function if this service is rendered by a local authority; Basic knowledge of health education principles; and Basic knowledge of communicable diseases.	All relevant Environmental Health legislation (National, Provincial, Local) including interpretation and application thereof; Full knowledge of communicable diseases, including signs, symptoms and how communicable diseases related to Environmental Health can be spread in communities; Theories and principles for Health Promotion; Project Management Principles; Food hygiene control and auditing systems such as HACCAP; and	Specialised knowledge of all relevant Environmental Health legislation (National, Provincial, Local) including interpretation and application thereof; All relevant labour law, employment related law and the constitution; Full knowledge of communicable diseases, including signs, symptoms and how communicable diseases related to Environmental Health are spread in communities; Food hygiene control and auditing systems such as HACCAP; and	Specialised knowledge of all relevant Environmental Health legislation (National, Provincial, Local) including interpretation and application thereof; All relevant labour law, employment related law and the constitution; Full knowledge of communicable diseases, including signs, symptoms and how communicable diseases related to Environmental Health are spread in communities; Food hygiene control and auditing systems such as HACCAP;

		Interpretation of laboratory results relating to food and water samples.	Interpretation of laboratory results relating to food and water samples.	Experienced in interpretation of laboratory results relating to food and water samples; and Development of Environmental Health Policy and by-law legislation.
EXPERIENCE	0 - 2 years relevant experience required	2 - 5 years 'relevant experience required Legislative requirement: Completed 1 year minimum community services	Between 5 - 8 years relevant experience required Minimum 2-3 years supervisory experience	8 years' or more relevant experience required Minimum of 3 years managerial experience
QUALIFICATION	A relevant tertiary qualification, preferably a National Diploma or B-Tech degree in Environmental Health; Registration with Health Professions Council of South Africa as an assistant environmental health practitioner; Pest control: Registration with Department of Agriculture if function performed by Local Authority; Driver Licence: EB; and Computer literacy: MS Office.	A relevant tertiary qualification, preferably a National Diploma or B-Tech degree in Environmental Health; Registration as an Environmental Health Practitioner with the Health Professions Council of South Africa for independent practice; Peace Officer: Registration with Department of Agriculture if applicable; Driver Licence: EB; and Computer literacy: MS Office.	A relevant tertiary qualification, preferably a B-Tech degree in Environmental Health; Registration as an Environmental Health Practitioner with the Health Professions Council of South Africa for independent practice; Peace Officer: Registration with Department of Agriculture if applicable; Driver Licence: EB; and Computer literacy: MS Office.	A relevant tertiary qualification, preferably a B-Tech degree in Environmental Health; Registration as an Environmental Health Practitioner with the Health Professions Council of South Africa for independent practice; Peace Officer: Registration with Department of Agriculture if applicable; Driver Licence: EB; and Computer literacy: MS Office.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Uses effective communication skills including written, verbal, non-verbal, and listening skills; Uses culturally appropriate communication methods and techniques for specific groups and settings; and Conducts presentations on health promotion programs for various stakeholders.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation and communicates effectively with all levels; Shows confidence in engagement with internal and external stakeholders; Share work instructions with team members; Writes monthly reports, program plans and program update reports; Communicates key messages to team members for dissemination to individuals, groups and communities; Facilitates meetings; Applies interpersonal skills; and Uses interpersonal communication and group work skills to facilitate individuals, groups, communities and organisations to improve health and reduce health inequities.	Demonstrates competencies from level 1 and 2; Consolidates quarterly and annual reports; Communicates new direction for the team; Develops key messages to be communicated by the team; Acts as a Liaison person for Environmental Health in a specific geographical area served by Environmental Health Practitioners that are supervised; Debates health-related issues using evidence-based arguments; and Communicates high risk sensitive matters to all relevant stakeholders.	Demonstrates competencies from Level 1 to 3; Acts as a Liaison person for Environmental Health within the Local Authority; Develops a communication strategy; Balances political views with organisation needs when communication differing viewpoints on complex issues; and Markets and promotes the municipality to external stakeholders.
2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; Ensure that all information is available in the preparation of documentation; and	Demonstrates competencies from level 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and

		Checks against standards and regulations.	Accurately reviews documents and edits documents created.	Accurately reviews documents and edits documents created.
3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks daily according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks monthly according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2. Plans tasks monthly; Prioritises tasks daily according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3. Plans tasks on a monthly and yearly basis for self and others; Prepares delegated plans for others on a weekly, monthly and yearly basis; Plan for the longer term (1 to 5 years) and consolidates input; Identifies and acts on opportunities with other departments in the municipality to achieve desired results; Develops partnership agreements that ensure win-win outcomes for all parties; and Interprets IDP and planning initiatives into specific project requirements.
4. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Operates within structured parameters and guidelines including legislation and regulations when solving problems; and Knows when to refer problems to superior for resolution.	Demonstrates competencies from level 1; Operates within structured parameters and guidelines including legislation and regulations when solving problems;	Demonstrates competencies from level 1 and 2; Operates within less structured yet defined parameters and guidelines including legislation and regulations when solving problems; Analyses the context and impact before referring	Demonstrates competencies from Level 1 to 3; Knows when to use professional discretion and independent decision-making; and

		Knows the context and when to refer problems to superior for resolution; and Shows initiative in suggesting possible solutions to certain problems.	problems to superior for resolution; and Is solution driven.	Crafts solutions based on context and impact of problems analysed.
5. Evaluation and Research Use of appropriate evaluation and research methods, in partnership with stakeholders, to determine the outcomes, impact and effectiveness of Environmental Health action.	Identifies and uses appropriate environmental health and evaluation tools; Integrates evaluation into the planning and implementation of all health promotion actions; and Uses evaluation findings to refine and improve environmental health actions.	Demonstrates competencies from Level 1; Interprets research findings for the team; Facilitates the evaluation process; Uses research and evidence-based strategies to inform practice; and Contributes to the development and dissemination of health promotion evaluation and research processes.	Demonstrates competencies from level 1 and 2; Analyses research findings and make recommendations for improvement; Conducts trend analysis to inform new strategies; and Articulates the research findings to team and stakeholders.	Demonstrates competencies from Level 1 to 3; and Ensures implementation of new strategies based on research outcomes.
6. Information Management Displays an ability to collect, review and analyze information pertaining to Environmental Health, identify trends, and report on them to all stakeholders.	Source information and package the content as required; and Captures data accurately, checking for accuracy.	Demonstrates competencies from level 1; Ability to conduct basic data analysis; Review data and present trends identified to management; and Store relevant information and information sources for future utilization and management.	Demonstrates competencies from level 1 and 2; Facilitates the collecting, collating and analyzing of Environmental health information; Devise and ensure the proper registers relevant to Environmental health services are kept; Ensure that safe-keeping, confidentiality and proper handling of information is in line with legislation; and Compile and scrutinize monthly, quarterly and annual reports.	Demonstrates competencies from level 1 to 3; Develop and manage an environmental health information system; Uses the information generated to measure performance against targets and goals; and Uses the information generated to develop strategies for improvement.

Functional Competencies				
1. Analytical skills Ability to identify patterns across situations that are not obviously related, and identify key or underlying issues in complex situations.	Distinguishes between critical and irrelevant information, under guidance of the Environmental Health Practitioner.	Demonstrates competencies from level 1; Clearly understands the difference between critical and irrelevant information; Gathers information from a variety of sources to reach a conclusion; and Recognizes causes and consequences of actions and events that are not clear.	Demonstrates competencies from level 2; Identifies critical connections and patterns in information/data; Soundly analyses verbal and numerical data; Anticipates and thinks ahead about next steps; Independently engages in tasks requiring interpretation of complex sets of information; Identifies gaps in information and tests assumptions to continue analysis and/or take action; and Discerns level of pressure or influence to apply to each aspect of the analysis in relation to the broader context.	Demonstrates competencies in level 2 to 3; Develops conceptual frameworks that guide analysis; and Draws sound conclusions based on a mixture of analysis and experience.
2. Advocacy / Negotiation Ability to promote Municipal Health Services.	Supports in identifying opportunities for advocating compliance with Environmental Health standards; and Maintains a functioning network of contacts with a variety of stakeholders to promote a better level of environmental health in a community.	Demonstrates competencies from level 1; Initiate and coordinate community involvement; Creates effective environmental health strategies; Contributes to the elaboration of advocacy strategies by identifying and prioritizing audiences and responses to communication means; and Uses the opportunity to bring forward and disseminate	Demonstrates competencies from levels 1 and 2; Advocates for the inclusion of Health Promotion focus areas in the public policy agenda; Leverages multidisciplinary expertise to influence the shape of policies and programmes; and Performs analysis of political situations and scenarios, and contributes to the formulation of institutional policy and strategy.	Demonstrates competencies from levels 1 to 3; Provides conceptual leadership for the Department's advocacy initiatives and promotes strategies within the municipality; Brings visibility and sensitizes decision makers to relevant emerging issues; Builds consensus concerning organization's

		materials for environmental health work.		<p>strategic agenda with partners on joint initiatives;</p> <p>Demonstrates political/cultural acumen in proposing technically sound, fact based approaches/solutions;</p> <p>Dialogues with national counterparts and other stakeholders to strengthen environmental health efforts, incorporating country, regional and global perspectives;</p> <p>Develops internal organizational policies by promoting strategic approaches to environmental health; and</p> <p>Is sought after to lead negotiations and represent the municipality for Environmental Health related matters.</p>
<p>3. Water Monitoring</p> <p>Monitoring of potable and recreational water quality.</p>	<p>Collecting water samples for laboratory analysis;</p> <p>Carrying out field tests of water supplies;</p> <p>Conducting inspections of community water supplies; and</p> <p>Carry out surveys.</p>	<p>Demonstrates competencies from level 1;</p> <p>Monitors water quality and availability;</p> <p>Enforces laws and regulations related to quality management;</p> <p>Serves statutory notices and notifications to stop or correct specific sequences to enable compliance;</p> <p>Monitors conformance with served orders through</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Develops compliance strategies;</p> <p>Conducts compliance audits; and</p> <p>Co-ordinates water quality compliance monitoring activities.</p>	<p>Demonstrate competencies from level 1 to 3;</p> <p>Manage public notification campaigns in terms of potential unsafe water supply; and</p> <p>Monitors, evaluate and reports compliance of potable and recreational water quality.</p>

		<p>scheduled or ad-hoc inspections;</p> <p>Institutes further or urgent measures such as termination of operations, closure of water sources and issuing of fines or other court action;</p> <p>Ensures safe water and accessibility in respect of water use for recreation, industrial, food production or any other human use;</p> <p>Promotes access of water to all communities by providing inputs towards the planning, design and management of water supply system;</p> <p>Ensures monitoring of effective waste water treatment and water pollution control including the collections, treatment and safe disposal of sewerage and other water borne waste;</p> <p>Completes surveillance of the quality of surface, ground, sea water; and</p> <p>Advocates proper and safe water usage and waste water disposal.</p>		
<p>4. Food Control</p> <p>Ensuring food safety for human consumption.</p>	<p>Provides basic health educational programmes to e.g. food handlers;</p> <p>Carries out surveys in informal foods trading; and</p> <p>Understands the process for proper disposal of unsafe food stuffs.</p>	<p>Demonstrates competencies from level 1;</p> <p>Ensures food safety in respect of acceptable microbiological and chemical food standards;</p> <p>Inspects food production, distribution and consumption areas;</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Ensures that all food handling premises are inspected, licensed, certified and comply;</p> <p>Co-ordinates the monitoring of food premises including food production, preparation transportation and sampling;</p>	<p>Demonstrates competencies from levels from level 1 to 3;</p> <p>Develops, monitor and manage food control;</p> <p>Develops, monitor and manage food control programmes in the municipality;</p>

		<p>Serves statutory notices and notifications to stop or correct specific sequences to enable compliance;</p> <p>Monitors conformance with served orders through scheduled or ad-hoc inspections;</p> <p>Institutes further or urgent measures such as termination of operations, closure of water sources and issuing of fines or other court action;</p> <p>Monitors informal food trading;</p> <p>Enforces national food legislation and local scale;</p> <p>Applies food quality monitoring programs and principles;</p> <p>Promotes safe meat and meat products;</p> <p>Promotes safe handling of milk and milk products;</p> <p>Issue compliance certificates to complaint food handling premises; and</p> <p>Ensures detention seizure and condemnation of unsound food.</p>	<p>Ensures that applications for food destined for export, licensing and certification are processed;</p> <p>Coordinates actions related to food poisoning cases;</p> <p>Develops compliance strategies for food safety;</p> <p>Conducts compliance audits; and</p> <p>Co-ordinates food safety compliance monitoring activities.</p>	<p>Manages stakeholder's expectations; and</p> <p>Resolves complex client or customer complaints.</p>
<p>5. Waste management</p> <p>Monitoring the Health effects of waste.</p>	<p>Involvement in basic health educational programmes in terms of waste management.</p>	<p>Demonstrates competencies from level 1;</p> <p>Ensures proper refuse storage, collection, transportation, transfer processing, materials recovery, final disposal of waste;</p> <p>Ensures proper management of liquid waste including sewerage and industrial effluent;</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Ensures the monitoring of waste services, landfills sites, transfer stations, recycle plants, etc.;</p> <p>Ensures the monitoring and registration of medical waste generators and disposes;</p> <p>Develops compliance strategies;</p> <p>Conducts compliance audits; and</p>	<p>Demonstrates competencies from levels from level 1 to 3;</p> <p>Plans, develops, monitor and report on waste management activities from an Environmental Health related aspect;</p> <p>Manages stakeholders' expectations; and</p>

		<p>Ensures the proper storage, treatment, collection, transportation, handling and disposal of medical and hazardous waste;</p> <p>Investigates and inspecting any activity relating to the waste stream or any product resulting there from;</p> <p>Ensures safe usage of treated sewerage sludge and ensuring that reclaimed waste is safe for health;</p> <p>Serves statutory notices and notifications to stop or correct specific sequences to enable compliance;</p> <p>Monitors conformance with served orders through scheduled or ad-hoc inspections;</p> <p>Institutes further or urgent measures such as termination of operations, closure of water sources and issuing of fines or other court action; and</p> <p>Ensures waste management including auditing and waste management systems and adherence to the "cradle-to grave" approach.</p>	Co-ordinates waste compliance monitoring activities.	Resolves complex client or customer complaints.
<p>6. Health Surveillance of Premises</p> <p>Monitoring conditions at premises which could affect the health status of persons using making use of them (e.g. places of care for</p>	Supports the Environmental Health Practitioner with environmental health impact assessments.	<p>Demonstrates competencies from level 1;</p> <p>Conducts environmental health impact assessments assessing premises for unsatisfactory health conditions;</p>	<p>Demonstrates competencies from levels 1 and 2; and</p> <p>Monitors and verifies inspections of premises inspected.</p>	<p>Demonstrates competencies from levels from level 1 to 3;</p> <p>Develops, monitor and manage Health Surveillance of Premises Programs;</p>

children, old age homes, accommodation establishments etc.), and instituting corrective action in terms of legislation if required.		Monitors all structures used for residential, public or institutional use for environmental health purposes; Ensures the prevention and abatement of any condition on any premises which is likely to constitute a health hazard; Issues compliance certification as required.		Manages stakeholder's expectations; and Resolves complex client or customer complaints.
7. Communicable diseases management (except immunizations) Surveillance and Prevention of communicable diseases.	Carries out investigations and follow up on cases of infectious disease; Identifies and refers contacts and suspect TB cases to clinics; Follows up on defaulter patients at clinics, hospitals and community health centres; and Collects laboratory specimens of cases and contacts of notifiable diseases.	Demonstrates competencies from level 1; Promotes health and hygiene aims at preventing environmentally diseased and related communicable diseases; and Collects, analyzes and disseminates epidemiological data and information.	Demonstrates competencies from levels 1 and 2; Ensures the investigation of communicable diseases and reporting thereof to the relevant health authorities; Advise on regional control measures; and Ensures that control measures to prevent the spread of notifiable diseases relating to Environmental Health have been instituted.	Demonstrates competencies from levels from level 1 to 3; Formulates policies, procedures and guidelines for the control of communicable diseases that are related to Environmental Health factors; Provides a framework for the implementation of related policies and procedures; Monitors, evaluate and report on notifiable diseases within a municipality; and Ensures that all National and Provincial guidelines and procedures have been implemented in the municipality.

<p>8. Environmental Pollution Control</p> <p>Ensure a hygienic working and recreational environment.</p>	<p>Attends to public complaints and enquiries; and Carries out routine environmental health inspections.</p>	<p>Demonstrates competencies from level 1; Identifies polluting agents; Attends to public complaints and enquiries; Carries out routine environmental health inspections; Identifies environmental health hazards and conducting risk assessments and mapping thereof; Ensures air pollution sources are addressed; Controls and prevents noise pollution; Controls and prevents soil pollution; Issue of compliance certificates where required; and Applies related legislation.</p>	<p>Demonstrates competencies from levels 1 and 2; and Ensures the mitigation and prevention of ground, water, soil, noise and air pollution matters.</p>	<p>Demonstrates competencies from levels from level 1 to 3; Develops policies, procedures and guidelines for environmental pollution and control thereof; Develops, monitor and manage environmental pollutions control programs; Manages stakeholders' expectations; Resolves complex client or customer complaints; and Reports outcomes of pollution control programs to relevant stakeholders.</p>
<p>9. Disposal of the Dead</p> <p>Management of human remains.</p>	<p>Supports the Environmental Health Practitioner in the management of human remains.</p>	<p>Demonstrates competencies from level 1; Controls, restricts or prohibits the business of an undertaker or embalmer, mortuaries and other places or facility for the storage of corpses; Monitors practices (for compliance) at cemeteries, crematoria and other facilities used for the disposal of corpses; Manages, controls and monitors exhumations and reburials or the disposal of human remains; and Enforce relevant legislation.</p>	<p>Demonstrates competencies from levels 1 and 2; Ensure certification of funeral undertaker premises; and Supervises and have general control of practices for exhumations or reburials.</p>	<p>Demonstrates competencies from levels from level 1 to 3; Issues required certification; Applies best practice to improve management of human remains in the municipality; Manages stakeholders' expectations; and Resolves complex client or customer complaints.</p>

10. Health Promotion Rendering of health educational programs to the community	Present the programs to the community.	Demonstrates competencies from level 1; Develop the health and hygiene programs; and Identifies educational needs of communities.	Demonstrates competencies from levels 1 and 2; and Coordinates and evaluates health and hygiene programs to ensure required outcomes.	Demonstrates competencies from levels from level 1 to 3; Manage the environmental health education program; and Actively seeks partnerships within the municipality, NGO's and private sector to broaden scope and reach of Health education programs.
11. Vector Control Administration of pest control measures	Implements pest control procedures; Identifies core pests found within the municipality; and Uses and handles pesticides correctly.	Demonstrates competencies from level 1; Recommends and motivates appropriate pest control measures; and Monitors the effectiveness of pest control measures.	Demonstrates competencies from levels 1 and 2; Develops Pest control procedures; Assesses operational Efficiency and effectiveness of pest control operations; and Recommends budget for pest control programmes.	Demonstrates competencies from levels 1 to 3; Develops Pest control strategies; Allocates and monitors budget for pest control programmes; and Reports on effectiveness of the program to relevant stakeholders.
12. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete.	Demonstrates competencies from level 1; Manages resources within function to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements.	Demonstrates competencies from levels 1 and 2; Plans, organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects;	Demonstrates competencies from levels 1 to 3; and Manages various projects in support of municipal programme management aligned to key business plans and the municipality's IDP.

			Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.	
13. Financial Management Drives optimisation of financial management of the municipality through use of standard operating procedure.	Not applicable at this level.	Shows initiative in suggesting possible solutions to certain budgetary problems; and Manages self to ensure that municipal financial resources are not wasted and is used effectively.	Demonstrates competencies from levels 1 and 2; Coordinates payment to the service providers and from the communities in items of fines and other corrective measures; Demonstrates an understanding of the supply chain management processes and policy of the municipality; Understands the Municipal Finance Management Act and related legislation; and Ensures no fruitless and wasteful expenditure in the team.	Demonstrates competencies from levels 1 to 3; Develop budgetary requirements for Environmental Health; Authorizes and monitors budget spending; Apply supply chain management principles; Well versed in the application of the Municipal Finance Management Act and related legislation.
Public Service Orientation Competencies				
1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes to achieve municipal goals.	Is committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Professional in interaction with the general public and stakeholders; and Understands and articulates community needs in sector plans.	Demonstrates competencies from levels 1 and 2; Understands and articulates community needs and ensures resource allocation to service such needs; Manages community expectations within financial, technical and capacity constraints; Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and	Demonstrates competencies from Level 1 to 3; Ensures service delivery mechanisms are innovative and fully comply with Municipal Systems Act and Municipal Finance Act; Consults and utilises national and international best practises on service delivery innovation; and Provides a framework for measurement and

			Monitors service providers to ensure that service delivery meets the standards set out in SLAs and inspires them to improve service standards.	reporting of customer satisfaction within the municipality in so far as Environmental Health is concerned.
2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1. Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from Level 1 to 3; and Manages the relationship between stakeholders and the municipality.
3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Addresses less complicated problems promptly, without being defensive.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.); and Monitors client satisfaction by ensuring complaints/compliments systems are used and results incorporated in practices to improve client and customer interaction.	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision; Develops complaints/compliment systems and analyses outcome to improve service delivery and aligns the service effectively; and

				Defines a client vision and how it fits strategically within the municipality's customer centric values.
Personal Competencies				
1. Action and outcome orientation Display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Shows enthusiasm to take part in new projects/assignments; Is a self-starter; Drives to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the department in achieving its goals.	Demonstrates competencies from level 1; Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3; Creates an action oriented culture that supports the department in achieving its goals; Holds managers accountable for their department's performance and institutes appropriate interventions; Sets challenging goals for the Directorate / Department; and Motivates managers to do things better.
2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from level 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created.

3. Flexibility Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.	Meets with team to adjust and coordinate schedules to accommodate all team members; and Adjusts staff assignments based on feedback and work load priorities.	Demonstrates competencies from level 1; Uses staff feedback to streamline processes to meet deadlines; and Adjusts project plan based on input from staff and stakeholders.	Demonstrates competencies from level 1 and 2; Realigns resources to meet changing customer needs; and Takes feedback into consideration while implementing organizational change.	Demonstrates competencies from levels 1 to 3; Adjusts organizational priorities as situations change; and Shifts goals and initiatives to align with the municipality's priorities.
4. Learning orientation Willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities in the process of further development; and Seeks on-going support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and acts to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry and ensure networking opportunities; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates and supports a learning environment; Encourages others to learn and share learning taken from mistakes and experiences; and Shares own experiences to foster learning (model correct behaviour).
5. Integrity Behaves in an honest, fair, and ethical manner.	Establishes open and honest communication with employees; and Addresses concerns with employee behaviour in a confidential and respectful manner.	Demonstrates competencies from level 1; Provides staff with accurate information about the vision of the department and outlines changes in an upfront manner; and Remains fair and objective when determining skill set needed for projects to select effective team members.	Demonstrates competencies from level 1 and 2; Communicates honestly with employees regarding potential changes affecting the organization to ensure staff are treated fairly; and Investigates issues and takes corrective action, as appropriate.	Demonstrates competencies from levels 1 to 3; Instils a climate of trust by admitting own mistakes and taking responsibility for one's actions; and Discusses potential ethical problems and wrongdoing with employees and responds appropriately.

Management / Leadership Competencies				
1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1; Has a clear sense of his/her own and team goals; Achieves strategic objectives against specified performance measures; and Defines roles and responsibilities for project team members and clearly communicates expectations.	Demonstrates competencies from level 1 and 2; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation; Complies with statutory requirements and applies policies consistently; Leads and coordinates the translation of policy into long term action plans and conceptualizes the long-term effects of the desired outcomes and manages change in the pursuit of strategic objectives; Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader organizational goals; and Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day to day operations.	Demonstrates competencies from levels 1 to 3; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long-term goals and arrives at multiple ways to achieve the goals; Provides leadership on policy relates matters; Involves top level political authority and other stakeholders in the buy-in process; and Initiates projects that lead to the achievement of long-term strategic objectives of the municipality; and Implements a performance management system to measure compliance with service delivery plans.

<p>2. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and can influence others effectively.</p>	<p>Makes positive impact and comes across as confident professional; Commands respect from peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority.</p>	<p>Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.</p>	<p>Demonstrates competencies from level 1 and 2; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Is called upon to mediate conflicts and disagreements.</p>	<p>Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Presents himself or herself well in different settings – public, media or to staff; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and Persuades political heads to adopt and implement results / outcomes of project.</p>
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Shares information and knowledge with peers and team members.</p>	<p>Demonstrates competencies from level 1; Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; Balances the municipality tasks and goals with subordinate personal and professional needs;</p>	<p>Demonstrates competencies from level 1 and 2; Diagnosis performance issues and determines appropriate developmental intervention to suit the circumstances; Sets challenging tasks that stretches the individual's abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult tasks;</p>	<p>Demonstrates competencies from levels 1 to 3; Formulates and implements appropriate policies to support staff development; Ensures that training policies supports the strategy and drives the desired behavior; and Actively creates development</p>

		Anticipates mistakes and freely offers assistance without being overbearing; and Actively renews own personal and professional skills and applies them in a productive way in the work environment.	Motivates and coach teams to achieve highest results; Provides advice and guidance on policies and procedures; and Actively involved in the retention and talent development in the team.	opportunities by crafting roles to best meet the needs of managers.
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; and Works effectively with people from other departments/ organisations and can manage self in a competitive environment.	Demonstrates competencies from level 1 and 2; Manages the operations of staff to ensure that service delivery is provided in a productive manner; Encourages a team approach to problem solving; Recognises and respects the value of diverse views; Builds team spirit in cohesion across functional boundaries; Remains abreast of other initiatives in the municipality and looks for ways to cooperate and integrate; Involves and empowers the team in setting and achieving goals; and Uses complex strategies such as team assignments, cross training etc. to promote team morale and activity.	Demonstrates competencies from level 1 to 3; Seeks an integrated approach to service delivery across other municipal functions; and Seeks to exploit synergies that may exist with other directorates.

FACILITIES MANAGEMENT

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited to)	Gardener Caretaker Hall Attendant Groundsman Building Maintenance Assistant	Horticulturist Community Facility Officer Superintendent (Pools) Building Maintenance Supervisor	Senior Horticulturist Maintenance Officer Senior Superintendent (Pools) Operations Officer Recreation Officer Sports Field Coordinator	Manager: Sport Facilities Manager: Parks Manager: Community Halls Manager: Stadiums (Reports to a functional director or senior manager)
KNOWLEDGE AND SCOPE OF WORK	Performs routine and basic functions relating to maintenance of community facilities; Works independently under general supervision; and Controls access to the facility.	Supervises a work team performing a greater variety of maintenance work; Responsible for the deployment and control of necessary equipment, tools, machinery, plant and vehicles to undertake the work; and Works independently within work / maintenance plans and with regular report-backs to superiors	Has operational control and responsibility over a depot or area; Draws up operational work plans and maintenance programs; and Has supervisory control over streams in previous level, and performs general administrative duties.	Responsible for management and short, medium and long term planning of maintenance operations, scheduling of work and resource planning, maintenance of facility records; and Compiles and monitors operational and capital budgets of respective facilities.
EXPERIENCE	0 - 2 years' experience preferably in facility maintenance.	2 - 5 years relevant experience.	5 – 8 years relevant experience.	8 years or more relevant experience.

QUALIFICATION	Basic literacy / Minimum Grade 10.	Grade 12 or a relevant post matric qualification; and Basic computer literacy: MS Office	Relevant tertiary qualification, preferably a National Diploma in Horticulture or related qualifications in facilities management; and Computer literacy: MS Office	Relevant tertiary qualification, preferably a B. degree relevant to Facilities Management / Horticulture; and Computer literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.	Remains focused on task at hand; Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion; and Completes tasks on time.	Demonstrates competencies from previous level 1; Monitors and controls activities by maintaining a log of work, production, or maintenance; Able to prioritize tasks; Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate; and Able to prioritize resources to meet competing deadlines.	Demonstrates competencies from levels 1 and 2; Clearly communicates expectations to supervised staff; Provides guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; Makes contingency plans and monitors outcomes of outsourced maintenance management activities; and Ensures that raw materials, equipment, parts and components are available for maintenance operations.	Demonstrates competencies from levels 1 to 3; Has "expert" knowledge necessary to address and solve special problems; Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers); Establishes appropriate procedures to keep informed of issues and results; Ensures that high-priority work is accomplished within required timelines; and Ensures that all outsourced maintenance management activities are aligned with the maintenance management plan.
2. Planning and organizing	Plans tasks on a daily basis according to a set schedule and executes as per priority list; and	Demonstrates competencies from previous level 1;	Demonstrates competencies from levels 1 and 2; and Plans and organizes work of others using goal setting,	Demonstrates competencies from levels 1 to 3; Compiles capital and operating budgets for short,

The ability to plan activities within specific timeframes and to execute these activities according to plan.	Modifies plans in line with instructions from supervisors.	Identifies resource requirements for undertaking specific tasks; Organizes, Prioritises and schedules tasks so that they can be performed with efficient use of time and resources; Measures progress and monitors performance and results; and Develops contingency plans for potential problems.	objectives, targets, creating work schedules and work plans with associated budgets and resources.	medium and longer terms on all assets and services related to the maintenance of assets; and Develop specifications for outsourced maintenance work, partake in procuring of service providers, verifies and sign-off of work and completes job cards for payment of service providers.
Functional Competencies				
1. Facility specific skills Shows a satisfactory level of technical skill, knowledge, experience and education relevant to particular community facility.	Undertakes routine tasks; Has developed a level of skill and experience in a technical area of work; and Is aware of factors that may negatively impact the completion of a job.	Demonstrates competencies from previous level 1; Understands the technical and non-technical aspects of the area of work; Has essential knowledge of operations and maintenance of the facility; Has ability to identify task specific problems and analyze all factors that influence the solution; Accomplishes tasks without asking for guidance or instruction; and Has knowledge of updating equipment register and exercises stock control of material issued.	Demonstrates competencies from levels 1 and 2; Applies specialist knowledge to situations to solve problems or enhance solutions; Anticipates events, situations and incidents that may impact the work environment and takes corrective action; Shows sound problem solving skills and analytical ability; and Ensures knowledge transfer and training and mentoring of more junior staff.	Demonstrates competencies from levels 1 to 3; Develops maintenance plans specifying detailed activities, resources, responsibilities, timescales and risks for the attainment of facility management objectives; and Monitors implementation processes and measures to assess performance and health of facility components.
2. Workplace safety	Displays knowledge of all related safety or security regulations;	Demonstrates competencies from previous level 1;	Demonstrates competencies from levels 1 and 2;	Demonstrates competencies from levels 1 to 3; and Manages all safety requirements as per

The ability to identify and correct conditions that affect employee safety.	Is aware of coworkers' safety in the workplace; Understands how to use and operate safety equipment; Enforces safety and / or security procedures; and Is aware of the hazards of working with dangerous materials.	Demonstrates and / or explains safety equipment and / or procedures; Reviews safety training materials; Identifies safety issues and problems—Detects hazardous working conditions. Is alert to unsafe work conditions; Checks equipment and / or work area regularly; and Takes corrective action— Reports or corrects unsafe working conditions; makes recommendations and / or improves safety and security procedures; enforces safety regulations and procedures.	Implements changes to correct unsafe working conditions; Coordinates safety meetings; and Controls equipment safety.	regulations / legislation for the facilities under direct control.
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and organisations function.

2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative view points; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Is committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and	Demonstrates competencies from level 1 to 3; Drives staff delivery in meeting outcomes; and Manages self and the team in meeting goals.

			Successfully completes projects with time and budget allocations.	
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Shows emotional resilience and handles difficult situations effectively.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Recognises when change is necessary, develops a change implementation strategy; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from level 1 to 3; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change;
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks on-going support for own limitations (e.g. from coach or mentor) Understands	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.

		own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.		
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning). Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviors when approaching problems; Develops new ways to solve problems; Ability to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategizes to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organizational impact in consultation with the stakeholders.
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations	Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable municipal administration.

		Shares information openly, whilst respecting the principle of confidentiality.	of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	
Management / Leadership Competencies				
1. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Makes positive impact and comes across as confident and professional; Commands respect from peers and subordinates; and Settles disputes as quickly and as effectively as possible.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff.	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Deals effectively with others in an antagonistic situation using appropriate inter-personal styles and methods to reduce tension or conflict between people.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and Is called upon to mediate conflicts and disagreements.
2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; Commands respect from peers and subordinates; and Settles disputes as quickly and as effectively as possible.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff.	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Deals effectively with others in an antagonistic situation using	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character maintaining performance under duress and pressure; and

			appropriate inter-personal styles and methods to reduce tension or conflict between people.	Is called upon to mediate conflicts and disagreements.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Communicates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; Understands subordinates limitations; and Encourages 'on-the-job' training and the acquisition of new skills.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Actively renews own personal and professional skills and applies them in a productive way in the work environment; Encourages self-reliance and allows staff to make and learn from mistake; and Empowers others and distributes the workload appropriately.	Demonstrates competencies from level 1 and 2; Sets challenging tasks that stretches individuals abilities and self-confidence; Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; Actively involved in the retention and development of talent within the organisation; and Monitors progress and gives individuals specific feedback on their performance.	Demonstrates competencies from level 1 to 3; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and Mentors and coaches others where appropriate.
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Able to manage in a team, working effectively as a team member; Shares information and collaborates easily with others; and Creates strong morale / team spirit.	Demonstrates competencies from level 1; Involves and empowers team in setting and achieving goals; and Participates actively as a member of a team to move the team towards the attainment of goals.	Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully involving others in team decisions; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; and Builds team spirit and cohesion within the unit.	Demonstrates competencies from level 1 to 3; Support team efforts and recognises and rewards contributions made by teams; Applies inclusive, democratic management principles in the management of teams; and Supports team development.

FIELD OFFICERS COMPETENCY FRAMEWORK (ANTI LAND INVASION)

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Field Officer	Senior Field Officer	Principal Field Officer	Head: Anti Land Invasion Unit
KNOWLEDGE	Knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.	Demonstrated knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.	Demonstrated knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.	In-depth knowledge of applicable legislation, the operational strategies, applicable policies and governing legislation.
EXPERIENCE	0 - 2 years' experience.	2 - 5 years' experience of which at least 2 years includes supervisory exposure.	5 - 8 years' experience of which at least 2 years includes supervisory exposure.	8 years' experience or more including 2 years managerial experience.
QUALIFICATION	Grade 12; Code EB Drivers' License; and Physical Fitness.	Grade 12; Code EB Drivers' License; and Physical Fitness.	Grade 12 or relevant post matric qualification in public administration or related field; Code EB Drivers' License; Computer literacy: MS Office; and Physical Fitness.	A relevant tertiary qualification preferably a B-degree in Public Administration or equivalent; Code EB Drivers' License; and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and	Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and	Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters,	Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-

	Able to respond in writing to basic types of communication.	Able to respond in writing to complex types of communication.	memoranda, e-mails, reports and other correspondence, both internal and external to the organisations.	making within the organisation; and Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.
2. Oral Communication The ability to articulate a message in an understandable and convincing manner.	Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions, thereby avoiding mistakes.	Demonstrates competencies from level 1; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account.	Demonstrates competencies from levels 1 and 2; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
3. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	Interacts with various clients / stakeholders on a daily basis; and Answers basic questions politely and helpfully.	Demonstrates competencies from level 1; Gives options for client / stakeholders actions from a range of actions available; and Follows through on option selected by client / stakeholder within confines of laid down procedure.	Demonstrates competencies from levels 1 and 2; Ascertains a range of options for client / stakeholder action; Gives options and recommendation of preferred option to client / stakeholder; Provides reasons for preferred option; and Follows through on final decision.	Demonstrates competencies from levels 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder / groups as to best option; and Executes option and accepts consequences and accountability.
4. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve organisational goals.	Has good relations with co-workers as the job require contact with all levels of personnel of different divisions.	Demonstrates competencies from level 1; Communicates effectively and acknowledges contributions of others; and Accurately captures information in engagement with internal and external stakeholders.	Demonstrates competencies from level 1 and 2; Assigns clearly defined tasks to subordinates; Gives direction to team in meeting objectives; Facilitates team goal setting and problem solving; Manages conflict through a participatory transparent approach; and	Demonstrates competencies from level 1 to 3; Lead, direct and manage staff within the unit so that they meet objectives; Ensure employees have clear role descriptions which are linked to overall strategic objectives of the unit; and Persuades political heads to adopt and implement

			Provides insight, assistance to subordinates in promoting a culturally and racially integrated workplace.	resolutions / outcomes arrived at in Council meetings.
5. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.	Identifies simple problems within a set process; Alerts supervisor of problems within a set process; and Solves problems of a basic nature.	Demonstrates competencies from level 1; Identifies problems in processes; and Refers problems to supervisor for resolution but offers alternatives or recommendations.	Demonstrates competencies from levels 1 and 2; Breaks problems into component parts; Understands to whom to refer problematic elements; Gets input from team / colleagues as to possible solutions; Develops alternative solutions and refers to supervisor for approval; and Follows up on resolutions.	Demonstrates competencies from levels 1 to 3; Conceptualises possible solutions to problems; Weighs each solution against best-practice criteria; Establishes and executes plans to solve problems engaging others as necessary; and Ensures implementation and buy-in to the solution.
6. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
7. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication.	Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication.	Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations.	Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; and Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.

Functional Competencies				
1. Illegal Land Invasion Exercise control over illegal land invasion activities in informal settlements including community interaction, supervision, investigation and engagement.	Demonstrates the ability to plan and execute patrols in Informal Settlements; Understands reporting requirements on illegal activities (i.e.. invasions, unlawful occupations, demolitions and relocations; Facilitates complaints received relating to illegal activities in informal settlements; and Able to complete basic investigation of such complaints.	Demonstrates competencies from level 1; Supervises shift patrols; Deploys staff to deal with complaints; Able to understand the community situation and take necessary precautionary / preventative action; and Supervises the demolition of unoccupied structures.	Demonstrates competencies from level 1 and 2; Able to conduct investigations in respect of illegal activities within informal settlements; and Able to be both pro-active and re-active to implement operational plans to curb illegal activities and growth in informal settlements.	Demonstrates competencies from level 1 to 3; Demonstrated ability to manage and coordinate counter spoliation action; and Demonstrated ability to engage external services such as South African Police Service and Metro Police in cases of emergency.
2. Legal Process Administration Ensure due process is followed with regard to the management of evictions.	Demonstrated competence in gathering evidence of illegal activities, including statements, affidavits and photographs; Understand legal process for reporting findings and incidents to the supervisor; and Able to provide testimony in court cases to deliver evidences.	Demonstrates competencies from level 1; Knowledge of, and able to comply with, the principles of the PIE, ESTA Act, National Building Regulations and the Constitution to avoid legal claims against the Municipality; Able to coordinate evictions; Able to complete the administration of legal documentation; and Complies with the Health and Safety Regulations.	Demonstrates competencies from level 1 and 2; Participates in legal proceedings; Understands and able to coordinate processes of investigating; Generates reports to senior management and propose recommendations based on findings of the investigations; and Ensure legal records are kept.	Demonstrates competencies from level 1 to 3; Able to draft documentation necessary to initiate interdicts and eviction orders; Capable of high level engagement with external Attorneys and advise on case progression; and Demonstrates the ability to engage in high level meetings with SAPS, Metro Police, the Sheriff's office, and external contractors and make media statements.
3. Relocation Processes Ensure the relocation process is implemented in an informal settlement area to create space for land development.	Participates in community meetings; Identifies and demarcates target areas and groups for relocation;	Demonstrates competencies from level 1; Able to assess volatile situations and advises on matters whether to withdraw or	Demonstrates competencies from level 1 and 2; and Implements and monitors relocation processes within a specific informal settlement area to create space for	Demonstrates competencies from level 1 to 3; Demonstrates the ability to manage budgets and resources such as vehicles and

	Collates community beneficiary data; Submits relocation survey results; Notifies on operational restrictions for planned relocations; Completes all relevant legal and other documentation as applicable to relocations; and Monitors tasks allocated to contract staff.	intervene before violence occurs; and Demonstrates knowledge of the requirements of the Health and Safety Act and its applicability in volatile situations.	temporary or new housing opportunities and emergency disaster relief.	equipment used in relocation operations; and Complies with audit requirements, maintain budgetary controls and loss of Council equipment in relocation processes.
4. Surveying Data Management Manage the data obtained from surveys in communities.	Conducts door-to-door surveys and annual surveys to monitor new structures; Captures results in informal settlements databases; and Participates in community meetings.	Demonstrates competencies from level 1; Monitors tasks allocated to field officers and contract staff during surveys; and Able to manage information systems and manage informal settlement databases for record keeping and statistical analyses of survey data.	Demonstrates competencies from level 1 and 2; Manages contract staff; and Extract reports from information systems and databases for statistical purposes.	Demonstrates competencies from level 1 to 3; and Able to facilitate and coordinate planning meetings and discussions regarding survey data obtained and information stored with management, political structures, municipal officials, contractors, community leaders, law enforcement officials and legal resource centres.
5. Disaster operations Implements operational plans for disasters.	Monitors tasks allocated to contract staff; Investigates and assesses the magnitude of disasters; Liaises with Disaster Risk Management Officers regarding relief operations; Understands the process for registration of Fire / Flood / Xenophobic victims; and Able to coordinate the issue of relief kits to victims.	Demonstrates competencies from level 1; Monitors tasks allocated to contract staff; Able to implement the rehabilitation of disaster sites; and Able to implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated.	Demonstrates competencies from level 1 and 2; Manages contract staff; and Able to coordinate the implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated.	Demonstrates competencies from level 1 to 3; Able to manage and register incidences of Fire and Flooding; Able to manage and register Xenophobic attacks; and Must be able to execute the planning of clean-up operations of affected areas.

Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 to 3; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Demonstrates a commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.

Personal Competencies				
1. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
2. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; and Comes up with creative and unique ideas.
3. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.
4. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and	Demonstrates competencies from level 1; and Pushes self and motivates others for results; and Goal achievement orientated.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Sets challenging goals;	Demonstrates competencies from level 1 to 3; and Successfully manages projects with time and budget allocations.

keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Initiates contact with others.		Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	
5. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others..	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
Management / Leadership Competencies				
1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Manages team outcomes and reward and recognise team efforts; and Supports team development.
2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and

				Organises resources and inspires others towards focussed performance.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers.	Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and Able to identify own development needs.	Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to identify appropriate training interventions; and Ability to understand the underlying causes for non- or poor performance and to provide the appropriate support.	Demonstrates competencies from level 1 to 3; Actively involved in the retention and development of talent within the organisation; Leads by example; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.

FINANCE - ACCOUNTANTS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Accountant	Accountant	Senior Accountant	Assistant Manager: Finance / Principal Accountant
KNOWLEDGE	<p>Conducts work of a financial nature according to prescribed norms and standards under the general direction of an experienced accountant; and</p> <p>Basic working knowledge of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).</p>	<p>Conducts work financial nature according to prescribed norms and standards under the general direction of an experienced senior accountant; and</p> <p>Working knowledge and experience of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).</p>	<p>Under general direction, independently performs more complex work of a financial nature. May supervise junior staff;</p> <p>Conducts work of financial nature according to prescribed norms and standards under the general direction of an experienced principal accountant;</p> <p>Leads, conducts and controls work according to prescribed norms and standards. Supervise; and</p> <p>Advanced knowledge of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).</p>	<p>Provides expert financial advice. Responsible for managing financial information according to prescribed norms and standards;</p> <p>May supervise and manage team responsible for the financial information; and</p> <p>Extensive understanding and knowledge of the application of applicable local government legislation (e.g. MSA, MFMA, and others as applicable).</p>
EXPERIENCE	0-2 years' relevant experience required.	2-5 years' relevant experience required.	5-8 years' relevant experience required which includes 2 years of supervisory experience.	8 years or more relevant experience covering all aspects of the relevant financial process and the

				Management of financial information or having gained specialist experience in a finance discipline.
QUALIFICATION *National Treasury MFMA Municipal Minimum Competence training where applicable as defined in the NT regulations.	A relevant 3 year tertiary qualification, preferably a National Diploma or B Com with financial accounting as a major subject. Computer literacy: MS Office	A relevant 3 year tertiary qualification, preferably a National Diploma or B Com with financial accounting as a major subject. Computer literacy: MS Office	A relevant 3 year tertiary qualification, preferably a National Diploma or B Com with financial accounting as a major subject. Computer literacy: MS Office	A relevant 3 year tertiary qualification, preferably a National Diploma or B Com with financial accounting as a major subject. Computer literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional Competencies				
1. Accounting Establishes appropriate accounting systems for the organisation and ensures that the rules of GRAP and other good accounting practices are adhered to.	Conversant with basic accounting and the double-entry system; Collects and collates information for the preparation of financial statements; Monitors and controls the collection of debts; and Performs basic tax calculations.	Demonstrates competencies from level 1; Aware of and able to apply the principles of GRAP; Calculates and interprets basic accounting ratios; Understands the limitations of accounting data as a basis for management action; Uses techniques such as time series and index numbers to interpret accounting data; Monitors and controls cash receipts and payments in compliance with cash management policies; Evaluates different debt collection methods;	Demonstrates competencies from level 1 and 2; Distinguishes between capital and operational expenditure; Understands the function, form and method of preparation of financial statements; Applies the principles of GRAP; Drafts public sector financial statements; Prepares, analyses and interprets financial reports and statements; Appreciates the limitations of accounting data as a basis for management action;	Demonstrates competencies from level 1 to 3; Able to present and disclose financial statements; Able to amend and review financial policies in accordance with prevailing norms and standards; and Provides guidance to and supervises subordinates Calculates and interprets accounting ratios.

		Makes and records payments in accordance with financial policies and regulations; Maintains petty cash records; Accounts for cash and bank transactions; Accounts for goods and services supplied or received; Prepares bank reconciliation statements; Makes authorised payment claims and returns to external agencies; and Distinguishes between capital and operational expenditure.	Uses techniques such as time series and index numbers to interpret accounting data; Operates a cash management and credit control system; and Advises on working capital policy and the management of debtors and creditors.	
2. Procurement Manages the procurement process according to prevailing legislation, norms and standards.	Procures goods and services in accordance with MFMA, SCM regulations and policies; Maintains a database of approved vendors; and Reconciles physical stocks to accounting records.	Demonstrates competencies from level 1; Conducts a capacity and credit check of potential vendors; and Investigates alternative vendors or products to improve cost, quality & delivery ratios.	Demonstrates competencies from level 1 and 2; Reviews vendor performance; Manages procurement contingencies; Provides guidance for alternative vendors or products to improve cost, quality and delivery ratios; and Understands 'value chain' concepts and the principles of 'just in time' procurement.	Demonstrates competencies from level 1 to 3; Review and update policies to align with prevailing legislation, norms and standards and community dynamics; Prepares standard documents for presentation to bid committees; and Respond and report on queries from internal audit and auditor general management letter items.
3. Budgeting Establishes and manages credible budgets within legislative, political and administrative mandates.	Prepares forecasts of income and expenditure; Produces draft budget proposals; and Operates budgetary control systems.	Demonstrates competencies from level 1; Contributes to the planning and allocation of resources; Prepares forecasts of income and expenditure; and	Demonstrates competencies from level 1 and 2; Monitors the performance of responsibility centres against budget; Collate and analyse information for budget purposes; and	Demonstrates competencies from level 1 to 3; Prepare the budget aligned to the IDP and Treasury regulations; Documents budget assumptions; and

		Uses models to assess the sensitivity of elements in the cash budget.	Document budget assumptions.	Revise budget and prepare adjustment budget.
4. Financial Management Drives optimisation of financial management of the municipality through use of standard operating procedures.	Makes & records payments in accordance with financial policies & regulations; Maintains petty cash records; Accounts for cash and bank transactions; Accounts for goods and services supplied or received; Prepares bank reconciliation statements; Distinguishes between capital and operational expenditure; and Records payroll transactions.	Demonstrates competencies from level 1; Contributes to cost management by 'value analysis' and cost reduction techniques; Evaluates current and proposed activities, using methods e.g. pay-back & Discounted Cash Flow; Understands the uses and limitations of published statistics; Participates in the implementation of information systems; and Generates and interprets performance indicators.	Demonstrates competencies from level 1 and 2; Understands quality control methods; Explains and evaluates strategic financial management issues; and Interprets performance indicators.	Demonstrates competencies from level 1 to 3; Manages accounting information systems; Participates in the management and maintenance of information systems; Determines and explains performance measurement strategies and techniques; Advises on application of planning and control processes in budgeting & costing; Able to make investment decisions in line with banking policy, legislation; and Collates information about maintenance of financial systems.
5. Costing Ability to produce costing based on best-practice, political imperatives and standardise processes.	Prepares and presents standard cost reports; and Analyses usage and price variances.	Demonstrates competencies from level 1; Understands costing concepts and advise on the management of costs; Interprets cost data, including the use of overhead rates; and Understand 'activity-based costing' or similar costing models and the use of cost drivers.	Demonstrates competencies from level 1 and 2; Promotes the importance of knowledge sharing within own area; Uses marginal costing in formulating pricing policies; and Advises on cost classification, behaviour and allocation methods.	Demonstrates competencies from level 1 to 3; Establishes procedures for standard costing systems; Evaluate cost classification, behaviour and allocation methods; and Establish marginal costing and develop pricing related policies.

6. Financial Reporting Ability to Identify overall objectives of financial reporting, specific information needs of stakeholders & the general information needs of others.	Inputs information from source documents into a computer system; Supplies information for a specific purpose; Drafts routine business communications; Generates and prints standard reports from a computer system; and Locates & retrieves recorded details or requested items from a computer system.	Demonstrates competencies from level 1; Prepares reports and returns for outside agencies; Produces spreadsheets for the analysis of numerical information; and Presents information in graphical, diagrammatic or tabular formats.	Demonstrates competencies from level 1 and 2; Reviews reports and returns for external stakeholders; and Drafts reports to external stakeholders in line with prescribed legislation.	Demonstrates competencies from level 1 to 3; and Analyse and interpret reports to external stakeholders in line with prescribed legislation.
7. Financial Process Management Ability to support an effective, economic and efficient finance function through financial processes	Apply policies and procedures in financial process management.	Demonstrates competencies from level 1; Manages the control of assets according to policies and procedures; and Assists in managing assets according to policies and procedures.	Demonstrates competencies from level 1 and 2; Implements finance strategies; Implements financial policies and systems; Manages the control of assets according to policies and procedures; Prepares multi-year revenue and expenditure forecasts; Develops sustainable strategies to address revenue shortfalls; Assists in developing and implementing financial policies and systems; Develops, implements and maintains financial management policies, procedures and processes; Assists in formulating and implementing finance strategies;	Demonstrates competencies from level 1 to 3; Formulates finance strategies; Develops and implements asset and financial policies and systems; Oversees the financial management aspects of the municipality including outsourced service providers; Develops of sustainable strategies to address revenue shortfalls; Supports the accounting officer to oversee financial management aspects of the municipality; Develops financial policies and systems; Prepares of multi-year revenue and expenditure forecasts; and

			Implements finance strategies; Implements financial policies and systems; Contributes to multi-year revenue and expenditure forecasts; and Implements multi-year revenue and expenditure forecasts.	Development of sustainable strategies to address revenue shortfalls.
Professional Competencies				
1. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.	Explain positions orally within municipality on basic financial matters.); and Ensures professional interaction and communication with clients.	Demonstrates competencies from level 1; Effectively and appropriately advocates positions orally within municipality as per the generally accepted accounting / financial practice; Provide guidance to the team on goals and objectives of the function; and Demonstrates competence to communicate effectively with clients.	Demonstrates competencies from level 1 and 2; and Demonstrates effective oral presentation skills.	Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriately communicate / advocate financial matters orally on complex and sensitive matters within the municipality; and Complete presentations to management and clients.
2. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.	Effectively communicates in writing in a manner that requires minimal modification; Take minutes at meetings; Produce electronic presentations; Prepare clear and concise documents / working papers as and when needed; and Proof reads documents with close attention to detail.	Demonstrates competencies from level 1; Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines; Communication with role-players on their roles and responsibilities; Sound report writing skills; and	Demonstrates competencies from level 1 and 2; Prepare documents in accordance with approved methodology, format and standards; Adequately review, analyse and quality control; Accurately report back on approved templates reporting information required with	Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and

		Numerical, alphabetical and written accuracy.	regards to financial processes; and Escalates / clearly communicates to the next level and is actioned and supported with valid reasoning if and when required.	Prepare and / or Review reports to committees, ensuring clear and concise communication to appropriate parties.
3. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how financial processes are executed in the municipality; Basic knowledge about the municipality; Basic financial industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Awareness of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes information toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
4. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.	Deals with clearly defined problems that are task specific that have a low impact and low risk; Applies a pragmatic approach to problem solving;	Demonstrates competencies from level 1; Identifies problems following defined diagnostic processes; Identifies various alternative options and selects most appropriate solutions;	Demonstrates competencies from level 1 and 2; Generates various solutions / options and contingency plans for localized problems; Involves the appropriate people, to resolve complex task related problems; and	Demonstrates competencies from levels 1 to 3; Probes deeply and considers consequences and risks attached to actions and the impact of solutions; and Is intuitive, has an understanding of symptoms

	Applies tacit knowledge / experience to determine best possible solutions; and Knows when to refer problem to supervisor for resolution.	Understands potential impact of problems to own working environment; and Can identify problems that are not routine and will refer to supervisor for resolution.	Puts preventative measures in place to ensure that problems do not recur in the future.	and is able to diagnose potential problems before they occur.
5. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2; Plans tasks on a weekly basis; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Awareness of to how people and organisations function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond	Contributes to assignment reports by providing information gathered by standard methods; and	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner;	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely;	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences;

appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication.	Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Ability to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Is committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; and Speaks effectively on service delivery matters to the media.
Personal Competencies				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take part in new projects/assignments; Is a self-starter; Drives to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the department in achieving its goals.	Demonstrates competencies from level 1; Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3; Creates an action oriented culture that supports the department in achieving its goals; Holds others accountable for their performance and institutes appropriate interventions;

		Successfully completes projects within time and budget allocations.		Sets challenging goals for the Department / unit; and Motivates others to do things better.
2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Ability to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Able to balance detail orientation with big picture thinking; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
4. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop	Shows willingness to learn new things and acquire knowledge;	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and	Demonstrates competencies from level 1 to 3; Is networked within the industry;

insight and focus on continuous self-improvement.	Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Promotes best practice.	Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.
Management / Leadership Competencies				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management .	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on

				successful completion of objectives; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the organisation; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.

FIRE AND RESCUE COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Learner Firefighter	Firefighter I Firefighter II	Senior Firefighter Platoon Commander	Station Commander Divisional Commander	Assistant Chief Fire Officer Deputy Chief Fire Officer Chief Fire Officer
KNOWLEDGE AND SCOPE OF WORK	Acquiring knowledge of operational execution of duties relating to operational tasks; and Execution of operational tasks under close supervision.	Firefighter I Ensure operational readiness of Vehicles and equipment. Firefighter II Execution of operational tasks under the instruction of superiors; and Provides mentoring and guidance to more junior firefighters.	Senior Firefighter Perform operational tasks under limited supervision; Manage resources; and Assists with staff development of staff. Platoon Commander Supervise performance of tasks; Perform operational tasks; and Supervisory duties under assigned division e.g. Public Education, Fleet Management, Fire Safety, etc.	Station Commander Perform managerial functions for a specific station / section. Division Commander Assumes responsibility: For a station or a number of stations; or For a section or a division; and Supervisory duties under assigned division, e.g. Public Education, Fleet Management, Fire Safety, etc.	Staff development & management; Ensure compliance and enforcement of appropriate legislation; Stakeholder management; Strategic management; Financial management; Lead and manage the fire services; and Oversee major emergency operations.

EXPERIENCE	No experience required.	Firefighter I 1 year operational experience. Firefighter II 3 years' operational experience.	Senior Firefighter 4 years operational experience of which 2 years must be at Firefighter 2 level. Platoon Commander 6 years operational experience of which 2 years must be at Senior Firefighter level.	Station Commander 7 years operational experience of which 3 years must be at supervisory level (platoon commander). Divisional Commander 10 years operational experience of which 5 years must be at supervisory level (Platoon / station commander).	Assistant Chief Fire Officer 8-12 years including relevant managerial experience. Deputy Chief Fire Officer 12 years including relevant managerial experience. Chief Fire Officer 12 years including relevant managerial experience.
QUALIFICATION	Candidate Physical Ability Test (CPAT); Grade 12; Code: B Driver Licence Advantageous; Physically and Mentally fit; Medical Test NFPA 1582; and No criminal record.	Firefighter I Grade 12 or higher; Firefighter I course; Hazmat Awareness; First Aid Level 3; Code: EB Drivers Licence; Physically and Mentally fit; Medical Test NFPA 1582; and No criminal record. Firefighter II As per Firefighter I plus;	Senior Firefighter As per Firefighter II plus; Pump Operator / Aerial Appliance qualification; Fire Prevention course; Fire Investigation; Fire service instructor 1; High Angle Rescue 1; Higher Certificate in fire technology (fire services); and Code C1 Drivers Licence.	Station Commander Has come through the firefighter ranks and achieved up to platoon commander qualifications; plus Relevant tertiary qualification, preferably a Diploma in Fire Technology; and Computer literacy: MS Office Divisional Commander Advances from Station Commander and has a relevant tertiary qualification, preferably a Diploma in Fire Technology.	Assistant Chief Fire Officer, Advances from a divisional commander and has a relevant tertiary qualification, preferably a Diploma in Fire Technology as well as relevant managerial experience. Deputy Chief Fire Officer & Chief Fire Officer Relevant tertiary qualification, preferably a Diploma or Bachelor Degree in Fire Technology as well as relevant managerial experience. Computer literacy: MS Office

		Code C Drivers Licence; Firefighter II course; Hazmat Operational / Fire & Rescue; and Relevant Firefighter Certificate.	Platoon Commander As per Senior Firefighter plus ; Peace Officer Course; Fire Officer I; and Computer literacy: MS Office	Computer literacy: MS Office	
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Core Professional Competencies					
1. Community and Customer Focus Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.	On training to acquire the below mentioned competencies: Presents an appropriate image to the public and other municipalities; Supports strategies that aim to build a municipality that reflects the community it serves; Focuses on the customer in all activities; Tries to sort out customers' problems as quickly as possible;	Demonstrated competence achieved: Presents an appropriate image to the public and other municipalities; Supports strategies that aim to build a municipality that reflects the community it serves; Focuses on the customer in all activities; Tries to sort out customers' problems as quickly as possible;	Demonstrates competencies from level 1 and 2; Identifies and takes action to deal with the issues and needs of different groups within the community; Talks to people in the community and tries to understand the social issues that affect the community; Identifies and builds relationships with influential people and groups within the community;	Demonstrates competencies from level 1 to 3; Makes sure local objectives are agreed in partnership with local statutory and voluntary agencies; Clearly identifies and acts on the views and needs of stakeholders and customers; Makes sure the municipality relates to people of all ages, backgrounds and views; Shows a belief that the municipality is	Demonstrates competencies from level 1 to 4; Drives service delivery mandates and strategy to meet community needs; Is sensitive to the needs and interests of other municipalities when working with them; Sets up structures and processes that encourage effective working relationships with the media; Explains why and how money is being spent in the municipality to

	<p>Apologises for mistakes and sorts them out as quickly as possible responds quickly to customer requests;</p> <p>Makes sure that customer are satisfied with the service they receive;</p> <p>Manages customer expectations;</p> <p>Keeps customers updated on progress; and</p> <p>Balances customer needs with municipal needs.</p>	<p>Apologises for mistakes and sorts them out as quickly as possible responds quickly to customer requests;</p> <p>Makes sure that customer are satisfied with the service they receive;</p> <p>Manages customer expectations;</p> <p>Keeps customers updated on progress; and</p> <p>Balances customer needs with municipal needs.</p>	<p>Persuades community members of the need to co-operate with the police and law enforcement agencies;</p> <p>Encourages officers and staff to learn about the issues affecting their local area;</p> <p>Finds ways of helping people to understand the different points of view within the community;</p> <p>Encourages and finds ways for different groups to give their opinions;</p> <p>Takes a systematic approach to gathering information from the community;</p> <p>Gathers different versions of events to build up a picture of a situation; and</p> <p>Considers the views and motives of everyone involved when drawing conclusions.</p>	<p>responsible to the local community;</p> <p>Monitors service delivery to make sure customers' needs are met;</p> <p>Makes sure people understand that the service is part of the community;</p> <p>Encourages and helps members of the community to get involved in the municipality; and</p> <p>Promotes the interests of the municipality to different stakeholders.</p>	<p>stakeholders and the public;</p> <p>Balances social and political needs with financial restrictions; and</p> <p>Actively influences the way different ethnic groups view the fire and rescue services, police and law enforcement services.</p>
--	---	---	--	--	--

<p>2. Problem Solving</p> <p>Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<p>Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to statutes, procedures and precedents, as necessary, before</p>	<p>Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of</p>	<p>Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the municipality; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; Analyses information to identify possible problems in the future; Makes balanced decisions that is rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions</p>	<p>Demonstrates competencies from level 1 to 3; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; and Produces imaginative responses to complex problems.</p>	<p>Demonstrates competencies from level 1 to 4; Drives creative problem solving approaches; Supports proposals to solve complex problems; and Considers problems/issues emanating from political level, gathers relevant information and resolve matters effectively.</p>
---	---	---	--	---	---

	making decisions; and Makes good decisions that take account of all relevant factors.	risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusion.	to controversial decisions.		
3. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.	Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments.	Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached.	Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved.	Demonstrates competencies from level 1 to 3; Assesses the reaction of key players and adjusts arguments accordingly; Negotiates successful outcomes with stakeholders, gaining their support to achieve municipal objectives; and Understands outside partners' preferred approaches to agreeing solutions.	Demonstrates competencies from level 1 to 4; Creates a vision of the future that others can relate to and find attractive; Identifies the real power base in other municipalities as a starting point for negotiation on inter-municipal service exchange and management.
4. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult	Deals confidently with members of the public, drawing on own skills and experience;	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 and 2; Manages conflicting pressures and tensions;	Demonstrates competencies from level 1 and 3; Remains focused and in control of situations;	Demonstrates competencies from level 1 to 4; and Manage the resilience of the force through

decisions and has the confidence to see them through.	Is comfortable working alone with an appropriate level of supervision and guidance; Puts a positive view on situation and concentrates on what can be achieved; Is aware of personal stress and takes steps to manage it; Accepts criticism and praise; Controls emotions and does not get emotionally involved in disputes; Displays patience when dealing with complainants; Acts in a confident way when challenged; and Says 'no' when necessary.	Is reliable in a crisis, remains calm and thinks clearly; Sorts out conflict and deals with hostility and provocation in a calm and restrained way; Responds to challenges rationally, avoiding inappropriate emotion; and Deals with difficult emotional issues and then moves on.	Maintains professional ethics when confronted with pressure from others; Copes with ambiguity and deals with uncertainty and frustration; and Resists pressure to make quick decisions where full consideration is needed.	Makes and carries through decisions, even if they are unpopular, difficult or controversial; and Stands firmly by a position when it is right to do so.	access to information on incidents and staff involvement, assessment of incidents and staff actions and overall control of effectiveness of service delivery.
5. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.	Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon;	Demonstrates competencies from level 1; Deals with issues directly; Clearly communicates needs and instructions; Clearly communicates decisions and the reasons behind them; Communicates face to face wherever possible if appropriate;	Demonstrates competencies from level 1 and 2; Makes sure that people get important messages and receive decisions accurately; Able to complete presentations to a variety of audiences Uses appropriate visual aids and techniques to	Demonstrates competencies from level 1 to 3; Delivers effective presentations to a wide variety of audiences; Takes every opportunity to reinforce important messages; Changes the style of communication to meet the needs of the audience	Demonstrates competencies from level 1 to 4; and Deals with issues effectively even when under extreme pressure from the media.

	<p>Ensures that communication has clear purpose;</p> <p>Ensures that communication is factual, accurate and provided on time;</p> <p>Communicates information in an interesting way;</p> <p>Pays attention and shows interest in what others are saying;</p> <p>Uses correct spelling, punctuation and grammar;</p> <p>Listens carefully to understand; and</p> <p>Asks questions to clarify issues.</p>	<p>Manages group discussions effectively;</p> <p>Summarises information to ensure a common understanding;</p> <p>Supports arguments and recommendations effectively in writing; and</p> <p>Able to provide accurate, clear testimony in a court of law.</p>	<p>get the message across and help understanding;</p> <p>Considers how different audiences will interpret information;</p> <p>Produces well-structured reports and written summaries;</p> <p>Speaks with authority and confidence;</p> <p>Communicates in a way that is understandable and meaningful to everyone; and</p> <p>Checks how effective communication is to the target audience.</p>		
<p>6. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Alert to potential conflicts of interest and follows procedures to deal with conflicts;</p> <p>Understands and follows municipal policies and legislation;</p> <p>Understands resources available in municipality to resolve ethical issues; and</p> <p>Able to identify risks involved in alternative courses of action.</p>	<p>Demonstrates competencies from level 1;</p> <p>Identifies and evaluates risks involved in alternative courses of action; and</p> <p>Recommends appropriate course of action to supervising practitioners.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Recognises potential conflicts of interest under applicable professional standards;</p> <p>Identifies other contentious issues and resolves these with clients;</p> <p>Fosters a culture of ethical behaviour;</p> <p>Makes preliminary decisions and recommendations on difficult ethical issues;</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Evaluates relevant facts, issues and risks;</p> <p>Distinguishes among various options; and</p> <p>Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.</p>	<p>Demonstrates competencies from level 1 to 4; and</p> <p>Properly resolves ethical, business and issue conflicts.</p>

			<p>Recommends a course of action based upon evaluation of relevant facts, issues and risks; and</p> <p>Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.</p>		
Functional Competencies					
1. Fire fighting Ability to fight fires.	Able to acquire the knowledge of firefighting; Able to take and understand instructions; and Able to execute tasks under close supervision.	Demonstrates all competencies from level 1; Knowledge of fire behaviour; Knowledge of firefighting principles; Skills in usage of appropriate tools and equipment; Knowledge of firefighting Standard Operating Procedures and policies; and Ability to execute firefighting tasks under supervision.	Demonstrates all competencies from levels 1 and 2; Knowledge of the tactical methods and procedures associated with firefighting operations to resolve a full range of situations or challenges when fighting fires; and Ability to manage an incident.	Demonstrates all competencies from level 1 to 3; Knowledge of technical firefighting operations using multiple resources; and Ability to manage operations in a multi-agency incident.	Demonstrates competencies levels 1 to 4; and Drives the strategy and firefighting standard operating procedures for the municipality.
2. Rescue Operations Ability to perform rescue and extrication.	Able to acquire the knowledge of rescue operations; Able to take and understand instructions; and	Demonstrates all competencies from level 1; Knowledge of rescue techniques;	Demonstrates all competencies from levels 1 and 2; Knowledge of the tactical methods and procedures associated with rescue operations	Demonstrates all competencies from level 1 to 3; Knowledge of technical rescue operations; and	Demonstrates competencies from level 1 to 4; and Drives the strategy and standard operating procedures with regard

	Able to execute tasks under close supervision.	Skills in usage of appropriate tools and equipment; Knowledge of Rescue Operations Standard Operating Procedures and policies; and Able to execute rescue operations tasks under supervision.	to resolve a full range of situations or challenges during rescue operations; and Able to manage an incident.	Able to manage operations in a multi-agency incident.	to rescue operations for the municipality.
3. Special Operations (Hazmat, Urban Search and Rescue) Ability to perform special operations.	Ability to acquire the knowledge of special operations; Ability to take and understand instructions; and Ability to execute tasks under close supervision.	Demonstrates all competencies from level 1; Knowledge of special operations techniques; Skills in usage of appropriate tools and equipment; Knowledge of Special Operations Standard Operating Procedures and policies; and Able to execute special operations tasks under supervision.	Demonstrates all competencies from levels 1 and 2; Knowledge of the tactical methods and procedures associated with special operations to resolve a full range of situations or challenges during special operations; and Able to manage an incident.	Demonstrates all competencies from level 1 to 3; Knowledge of special operations; and Able to manage operations in a multi-agency incident.	Demonstrates competencies from level 1 to 4; and Drives the strategy and standard operating procedures with regard to special operations for the municipality.
4. Fire Safety and Prevention Ability to identify fire risks and prevention measures (relates to firefighting operational personnel).	Able to acquire the knowledge of fire safety codes, standards and applicable bylaws; Able to take and understand instructions; and Able to execute tasks under close supervision.	Demonstrates all competencies from level 1; Knowledge of fire safety codes, standards and applicable bylaws; Skills in identifying fire safety risks; Knowledge of Fire Safety Standard Operating Procedures and policies; and	Demonstrates all competencies from levels 1 and 2; Able to mitigate identified fire risks as part of pre-incident planning exercises; and Knowledge and ability to participate in emergency response planning.	Demonstrates all competencies from level 1 to 3; Able to integrate a variety of methods and strategies to reduce fire risks; and Able and knowledge to develop and implement emergency response plans for identified fire risks.	Demonstrates all competencies from level 1 to 4; Able to liaise with relevant agencies for fire safety and prevention purposes; and Determines the municipality's fire safety and prevention protocol

		Able to execute fire safety tasks under supervision.			with fellow senior fire and rescue staff.
5. Safety and Welfare Ability to manage the environmental and workplace hazards within applicable laws, policies and guidelines.	Knowledge of the laws, policies and guidelines pertaining to occupational health and safety; and Able to carry out a risk assessment according to standard protocols.	Demonstrates all competencies from level 1; Able to communicate outcome of risk assessments; and Knowledge of accepted safety practices and procedures at incidents to prevent injury, property damage or loss of life.	Demonstrates all competencies from levels 1 and 2; Able to conduct debriefing after an incident; and Able to participate in the development of risk assessment.	Demonstrates all competencies from level 1 to 3; Able to identify, document and communicate project specific hazards and risks; and Skilled in recognition and mitigation of a variety of miscellaneous hazards and risks within different working environments.	Demonstrates competencies from level 1 to 4; and Guides and directs the management of environmental hazards within applicable laws, policies and guidelines.
6. Emergency Medical Care Ability to render emergency medical assistance.	Ability to acquire the knowledge of emergency medical assistance; Ability to take and understand instructions; and Ability to execute tasks under close supervision.	Demonstrates all competencies from level 1; Knowledge of emergency medical assistance; Skills in usage of appropriate tools and equipment; Knowledge of Emergency medical protocols; and Ability to execute emergency medical tasks.	Demonstrates all competencies from levels 1 and 2.	Demonstrates all competencies from levels 1 and 2.	Demonstrates competencies from levels 1 and 2.
7. Call Taking and Dispatch Refers to the ability to receive, process and select	Ability to acquire the knowledge of emergency dispatch procedures;	Demonstrates competencies from level 1;	Demonstrates all competencies from level 1 and 2; Demonstrates technical proficiency and	Demonstrates all competencies from level 1 to 3; Ability to practice workload management	Demonstrates competencies from level 1 to 4.

appropriate actions to emergency calls.	Ability to take and understand instructions; and Ability to execute tasks under close supervision.	Receives and Processes Calls for Assistance; Recognises the requirement for pre-hospital emergency medical resources; Ability to perform radio and telephone communications as outlined in the Standard Operating Procedures (SOP); Knowledge and ability to determine vehicle response mode and configuration based on the dispatcher's evaluation; Ability to allocate appropriate resources as determined by SOP; Ability to recognise the need for response of other public safety agencies and first responders; Ability to communicate complete and accurate information regarding an incident; Ability to maintain current knowledge base of service area, including major streets and public buildings; and	extensive knowledge of all communications centre equipment; Ability to provides pre-arrival instructions to the emergency caller; and Ability to provide information on possible hazards for the responding personnel and agencies.	according to Standard Operating Procedures; Ability to record and retrieve emergency incidents records; Ability to document and reports any complaints, mechanical failure, or problems to the appropriate authority; and Ability to assure completeness and accuracy of call information, response times, and required shift reports.	
---	---	--	---	---	--

		Ability to use map books and GPS.			
Public Service Orientation Competencies					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; and Able to function within teams.	Demonstrates all competencies from level 1; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates all competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates all competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Sensitive to how people and the organisation function.	Demonstrates competencies from level 1 to 4; and Effectively manages relationships with various stakeholders internal and external to the municipality.
2. Service Delivery Orientation The ability to understand, address, and manage community needs and expectations.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3. Good grasp of service delivery and community socio-economic needs	Demonstrates competencies from level 1 to 4; and Speaks effectively on service delivery matters to the media.

Personal Competencies					
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Enthusiastic in managing new projects; Take up new challenges; Pushes others to meet deadlines Maintain and develop contact with others.	Demonstrates competencies from levels 1 and 2; Pursues project objectives; Pushes self and motivates others for results; Sets and meets challenging goals; Displays a drive to do things better; Successfully completes projects with time and budget allocations; and Takes action if goals / objectives are not met.	Demonstrates competencies from levels 1 to 3; Relentlessly pursues project outcomes; Drives and motivates others; Meets challenging goals; Focused on doing things better; Drives time and budget parameters to deliver on projects; Achieves results through ensuring objectives are met	Demonstrates competencies from levels 1 to 4; and Focused on ensuring strategy and programme / project outcomes are met.
2. Resilience The ability to responds constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints	Demonstrates competencies from levels 1; Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from levels 1 to 4; and Manages situations in the environment which might cause setbacks or failures.

3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.	Demonstrates competencies from levels 1 to 4; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.	Demonstrates competencies from levels 1 to 4; Thinks out of the box; and Demonstrates insights that others don't have.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap;	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Create a learning environment; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from levels 1 to 4; and Is networked within the industry.

		Learns from experience – does not repeat mistake; and Seeks ongoing support for own limitations (e.g. from coach, mentor, peers and research).			
6. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Ability to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; and Generates various solutions / options and contingency plans for problems.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.	Demonstrates competencies from level 1 to 4; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.
Management / Leadership Competencies					
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from colleagues.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques;	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and	Demonstrates competencies from level 1 to 4; and Effectively influences executive management and politicians.

			Able to convince, persuade and influence others; and Effectively influences senior management.	Uses influence to achieve objectives.	
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from level 1 to 4; and Manages team performance, recognises team contributions and reward effective service delivery focused outcomes of teams.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and	Demonstrates competencies from level 1 to 4; Translates IDP / municipality goals for the fire and rescue functional area in the municipality.

				Organises resources and inspires others towards focused performance.	
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers; and Articulates tasks and expectations and sets realistic standards.	Demonstrates competencies from level 1; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1 and 2; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Mentors by investing adequate time and effort in counselling and coaching subordinates; Sets challenging tasks that stretches individual's abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Encourages self-reliance and allows staff to make and learn from mistakes; Ability to understand the underlying causes for poor performance and to provide the appropriate support;	Demonstrates competencies from level 1 to 3; Actively involved in the retention and development of talent within the organisation; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 to 4; Drives the attraction, integration, development and retention of staff in the service through effective implementation of mechanisms to support mentoring and coaching practice; and Mentors staff reporting to this role.

			Sets challenging tasks that stretches individuals' abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.		
--	--	--	--	--	--

FORENSIC SPECIALIST COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Forensic Specialist	Forensic Specialist	Senior Forensic Specialist	Principal Forensic Specialist Assistant Manager: Forensics
KNOWLEDGE AND SCOPE OF WORK	Conducts forensic work according to prescribed norms and standards under the general direction of an experienced Forensic specialist.	Conducts professional forensic work under the general direction of an experienced Senior Forensic specialist.	Lead, conduct, control the Forensic work and supervise Forensic specialist.	Manage, Lead, conduct, control the Forensic work and supervise senior / Forensic specialists.
EXPERIENCE	0 - 2 years' relevant experience.	2 - 5 years relevant experience.	5 - 8 years relevant experience required which includes 2 years of supervisory.	8 years of more relevant experience (which includes 2 years of supervisory) covering all aspects of the forensic function.
QUALIFICATION	A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office	A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office	A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office	A relevant 3 year tertiary qualification in either Finance / Accounting, Audit, Legal, Forensic Investigations or Information Technology; and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional Competencies				
1. Written Communication The ability to communicate complex forensic information in understandable documents for specific audiences.	Prepares considered, high quality draft written communications; and Proofreads documents accurately with close attention to detail.	Demonstrates competencies from level 1; Prepares clear and concise documents that require few modifications; and Effectively communicates in writing.	Demonstrates competencies from levels 1 and 2; Takes primary responsibility for correspondence; Prepares documents with minimal review by supervising forensic practitioner; and Effectively collaborates on larger written projects with colleagues.	Demonstrates competencies from levels 1 to 3; and Takes management responsibility for reviewing and editing less experienced practitioners' work.
2. Oral Communication The ability to articulate complex forensic / ethics concepts in an understandable, convincing manner.	Expresses views, advice and forensic / ethics positions effectively and appropriately on straightforward matters both within and outside municipality.	Demonstrates competencies from level 1; and Effectively and appropriately advocates positions orally within municipality on complex matters.	Demonstrates competencies from levels 1 and 2; Effectively and appropriately advocates positions orally on complex and sensitive matters both within municipality and outside; Demonstrates effective oral presentation skills for discrete topics and issues; and Advocates capably on behalf of clients and municipality both within and outside the municipality.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral presentation skills for complex and sensitive topics and issues.

<p>3. Advocacy / Negotiation</p> <p>The ability to develop and present client or Municipality's interests in appropriate forums, presenting and negotiation the best possible outcomes.</p>	<p>Understands positions, conclusions and recommendations to supervisors.</p>	<p>Demonstrates competencies from level 1; Displays an understanding of fundamental advocacy and negotiation principles; and Applies advocacy and negotiation principles toward achieving client objectives.</p>	<p>Demonstrates competencies from levels 1 and 2; Ascertains the goals and objectives of clients; Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position; Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and Displays creativity in reaching solutions that accomplish client objectives.</p>	<p>Demonstrates competencies from levels 1 to 3; Demonstrates a range of advocacy / negotiating skills and strategies; and Applies these skills and strategies to obtain optimal results for clients.</p>
<p>4. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Understands and follows municipal policies, including Code of Ethics and Conduct; and Able to identify fraud risks involved in alternative courses of action.</p>	<p>Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners.</p>	<p>Demonstrates competencies from levels 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues;</p>	<p>Demonstrates competencies from levels 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; and Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.</p>

			<p>Recommends a course of action based upon evaluation of relevant facts, issues and risks; and</p> <p>Advocates for a recommendation and demonstrates how the recommendation will achieve desired objectives.</p>	
<p>5. Organisational Awareness</p> <p>The ability to understand the municipality's objectives, and the impact of legal decisions on the public and the functioning of the various directorates.</p>	<p>Understands how the business unit functions;</p> <p>Basic knowledge about the municipality;</p> <p>Basic knowledge of the local government environment;</p> <p>Knowledge of the municipality's priorities and goals;</p> <p>Operates within of the municipality's policies and procedures; and</p> <p>Awareness of the issues impacting service delivery.</p>	<p>Demonstrates competencies from level 1;</p> <p>Understands and is able to communicate the municipality's priorities and goals;</p> <p>In-depth knowledge of municipality's policies and procedures;</p> <p>Understands priorities, goals and issues within local government sector;</p> <p>Understands and applies the regulatory framework applicable to local government within specific functional area; and</p> <p>Knowledge of the issues impacting service delivery.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Contributes to shaping the departmental specific goals and priorities;</p> <p>Well-developed knowledge of relevant municipal legislation; and</p> <p>Contributes toward addressing the departmental service delivery challenges.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Contributes to shaping the Municipality's sector specific goals and priorities;</p> <p>Contributes to shaping the Municipality's policies and procedures;</p> <p>In-depth knowledge of relevant municipal legislation; and</p> <p>In-depth knowledge of the Municipality's challenges in delivering municipal services.</p>

Functional Competencies				
1. Forensic Investigation Able to apply key principles of fraud risk management to the organisation in order to minimise fraud risks.	Contributes to the conduct of forensic investigation assignment; Uses forensic investigative methodology in an forensic assignment; Understands the responsibilities, functions and qualities of the municipality; Understands the role and responsibilities of the all assurance providers; and Understands the procedures for obtaining forensic evidence in accordance with the law of evidence and other relevant legislation.	Demonstrates competencies from level 1; Translates objectives into specific plans; Determine and explains fraud risk assessment techniques; Contributes to forensic investigation assignment; Prepares draft forensic investigation reports; Understands control principles, such as separation of functions; Maintains forensic files; Understands the procedures for obtaining forensic evidence in accordance with the law of evidence and other relevant legislation; Understands the process of reporting forensic investigation findings; and Understands control principles, such as separation of functions.	Demonstrates competencies from levels 1 and 2; Determines and explains fraud risk assessment techniques; Contributes to the planning of an forensic investigation assignment; Apply control principles, such as separation of functions; Co-ordinates efforts with other assurance providers; and Implement the process of reporting forensic investigation findings.	Demonstrates competencies from levels 1 to 3; and Coordinates and controls fraud risk management forensic activities for the municipality.
2. Research and Analysis Ability to break a forensic problem into component parts, identify key issues, locate authority in the form of statute and case law and compile cogent legal arguments to support a position.	Identifies relevant issues and facts; Locates authority and / or case law relevant to the issue; and Applies authority to the facts at hand.	Demonstrates competencies from level 1; Understands and analyses complex fact patterns and legal concepts;	Demonstrates competencies from levels 1 and 2; Manages fact-finding and delegates research to other forensic practitioners, giving clear, organised assignments;	Demonstrates competencies from levels 1 to 3; Critically evaluates analyses prepared by others;

		Identifies additional relevant issues that need to be addressed; Generates practical ideas and solutions to address issues presented; Communicates ideas and solutions to supervisor; and Completes tasks efficiently, recognising appropriateness of time and costs.	Organizes and synthesises work, including the work of others, into a complete, considered analysis; Provides practical advice to clients based on analysis; and Prioritises alternative courses of action based on research and analysis.	Develops advice and solutions based on these analyses; and Communicates advice and solutions clearly to clients and others.
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; Awareness of to how people and organisations function; and Sensitive to how people and organisations function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond	Contributes to assignment reports by providing information gathered by standard methods; and	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner;	Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely;	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences;

appropriately to verbal and written communication of other.	Demonstrates effective oral and written communication.	Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with general public; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from levels 1 to 3; Engages effectively with general public; Establishes a collaborative relationship with the community; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.
Personal Competencies				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and	Shows enthusiasm to take part in new projects/assignments; Is a self-starter;	Demonstrates competencies from level 1; Willing to take on new challenges;	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform;	Demonstrates competencies from level 1 to 3; Creates an action oriented culture that supports the

keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Drives to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the department in achieving its goals.	Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.	Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	department in achieving its goals; Holds others accountable for their performance and institutes appropriate interventions; Sets challenging goals for the Department / Unit; and Motivates others to do things better.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints,	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; Continues to attempt to improve, despite setbacks or other constraints; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; Recognises when change is necessary , develops a change implementation strategy; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.

4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Ability to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Considers alternatives; Thinks out of the box; and Demonstrates insights that others don't have.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.
Management / Leadership				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility;

			Effectively influences senior management.	Uses influence to achieve objectives; Projects authority and credibility; and Achieves compromise and alignment on strategic issues by using personal influence.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Builds team spirit across boundaries in departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; Fosters a strong sense of team belonging; Contributes towards positive climate within the team; and Involves and empowers team in setting and achieving goals.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and	Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates goals into

buy-in and commitment to the goals.		Sets out work for others in a well-planned and organised manner.		objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focused performance..
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Shares knowledge and information with subordinates; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; Understands requirements for professional development of staff; and Recognises the need for and provides individuals with guidance on how to	Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the municipality; Understands municipality' needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Has strong subject matter knowledge; Recognises the need for and provides individuals

			handle new or difficult situations.	with guidance on how to handle new or difficult situations; Understands requirements for professional development of forensic professionals; Able to develop appropriate training interventions; and Able to understand the underlying causes for non or poor performance and to provide the appropriate support.
--	--	--	-------------------------------------	--

GEOMATICS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Geomatics Technician Survey Technician Photogrammetry Technician Remote Sensing Technician	Senior Geomatics Technician Senior Survey Technician Senior Photogrammetry Technician Senior Remote Sensing Technician	Principal Geomatics Technician Principal Survey Technician Principal Photogrammetry Technician Principal Remote Sensing Technician	Head Geomatics Geomatics Manager
KNOWLEDGE AND SCOPE OF WORK	Applies basic concepts and knowledge to aspects within the Survey, Photogrammetry or Remote Sensing disciplines; and Assists the senior Technician, and is knowledgeable in, functions such as data capture, data manipulation, spatial modelling, data management, map production.	Applies a body of theoretical knowledge to an aspect within the Survey, Photogrammetry or Remote Sensing disciplines; and Assists the Technologist, and is knowledgeable in, functions such as data capture, data manipulation, spatial modelling, data management, dataset production and output presentation.	As level 2 and has knowledge and is able to perform the full range of activities within the discipline; and Knowledge of management methods as one could need to supervise a number of staff and / or mentor other professionals.	As level 3; and Management of a team of senior professionals / technologists.
EXPERIENCE	1 - 2 years' relevant experience required.	2 - 5 years' relevant post qualifying experience required.	5 - 8 years' relevant post qualifying experience required.	8 years' and more relevant post qualifying experience covering all aspects of the geomatics function.
QUALIFICATION	A relevant technical tertiary qualification preferably a National Diploma in Geomatics; and Computer literacy: MS Office	A relevant technical tertiary qualification preferably a national diploma in Geomatics; Registration with SAGC in a relevant Technician category. (Registration is optional); and	A relevant technical or professional tertiary qualification preferably a B-Tech or B-Degree in the Geomatics field;	A relevant professional tertiary qualification preferably a 4 year professional B-Degree in the Geomatics field;

		Computer literacy: MS Office	Registration with SAGC in a relevant Technologist or Professional category. (Registration is optional); and Computer literacy: MS Office	Registration with SAGC in a relevant Professional category. (Registration required); and Computer literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
PROFESSIONAL COMPETENCIES				
1. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how the building development management process is executed in the municipality; Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Awareness of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and Understands the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes information toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
2. Problem Solving Gathers information from a range of sources and analyses data to	Identifies sources of information and uses them;	Demonstrates competencies from level 1; Takes a systematic approach to gathering information;	Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems;	Demonstrates competencies from levels 1 to 3; Advocates innovative thinking in problem solving; and

identify problems and issues in order to make effective decisions.	Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to statutes, procedures and precedents, as necessary, before making decisions; and Makes good decisions that take account of all relevant factors.	Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusion.	Challenges underlying assumptions to make sure information is accurate; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that is rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.	Gathers information and ideas from outside to benefit the municipality.
3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.

4. Information Management The gathering and analysis of data, in order to conclude thereon.	Obtain / extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate; Check data as it is entered for obvious errors; Formalise and enhancing templates; and Managing the central repository and documents.	Demonstrates competencies from level 1; Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns; and Identifies concerns and improvement areas that need to be addressed in terms of monitoring data.	Demonstrates competencies from level 1 and 2; Able to analyses and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof; Document reporting information in required formats and categories in order to assist management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications; and Quality check data entered into management software and extract accurate reports.	Demonstrates competencies from level 1 to 3; Manage, review and analyze SCM information and conclusions; Draft / Review reports and conclude on results obtained; and Maintain various electronic packages and systems required for records management
FUNCTIONAL COMPETENCIES				
1. Geo-Spatial Data Collection The ability to collect data relating to the earth's surface by using various data capture techniques including LIDAR, IFSAR, aerial photography and other primary data capture techniques to ground control using GPS and / or traditional survey techniques.	Awareness of data capture techniques and impacts regarding accuracy and precision; Understands the issues around visual representation of spatial data and its relationship with data capture techniques; Understands scalability, fitness for purpose and accuracy constraints; Use data capture instrumentation and technology and use checking techniques; and	Demonstrates competencies from level 1; A good understanding of error sources, probability and statistical analysis according to your area of practice; Is conversant with modern GPS, survey instrumentation, LIDAR and Aerial Imaging Sensors and photogrammetry; and Is conversant with the concept of 3D building modelling.	Demonstrates competencies from level 1 and 2; Explains complex mapping / surveying issues to clients; Responds to client needs appropriately; Conversant with all Geomatics specifications and guidance according to your area of practice; and Understands survey contracts and specifications (in conjunction with senior colleagues).	Demonstrates competencies from levels 1 to 3; and Manages the processes and standards for Geo-spatial Data collection; Ensures the management of information sourced.

	Understand the elements that contribute to data quality and checking criteria.			
2. Geomatics Systems and Software The ability to utilize relevant Geomatics instrumentation and software and adapt them to the specific task at hand. This includes Survey, Remote Sensing or Photogrammetry disciplines and does not need to include all of the above.	Perform basic data capture in a discipline.	Demonstrate competencies from level 1; and Demonstrate software skills within a discipline with advanced software tools.	Demonstrate competencies from level 1 and 2; Use customising tools to create task specific tools; and Able to operate additional but related computer software packages if required, thereby showing flexibility and thorough understanding of the relevant discipline.	Demonstrates competencies from levels 1 to 3; and Well versed in the operation of computer software packages.
3. Land Surveying This competence covers aspects of both topographic and engineering surveying. It involves the collection, processing, analysis and dissemination of geospatial data.	Collects and quality controlling spatial data for control networks and / or topographic detail surveys; Collects and / or manipulate data for a specific use within a Geographic Information System; Stakes out spatial data for engineering applications using modern survey instrumentation; and Undertake levelling and precise levelling surveys.	Demonstrates competencies from level 1; Able to be responsible for and ensure that survey equipment is fully calibrated, and understanding the importance of calibration methods and the relationship to data quality; Undertakes post-process GNSS observations and performing adjustments within a network; Performs datum transformations and understanding the relationship between local datum and global datum's such as WGS84; Are involved in project initiation and execution as Senior Surveyor including assessment of survey	Demonstrates competencies from levels 1 and 2; Assumes full responsibility for survey projects in accordance with approved specifications, procedures and customer requirements; Sources, manages and assesses survey contractors performing work on behalf of the municipality; Advises clients on national legislation and its influence on survey activities; Installs precise survey control networks according to engineering requirements; Plans and undertakes deformation analysis projects; and Monitors building and structural movements	Demonstrates competencies from levels 1 to 3; Provides evidence for High Court representation, e.g. deformation analysis results; Office bearer of Commissioner of Oaths; and Signs off legal documents that require a registered professional to take responsibility for, as per the SAGC Act.

		requirements, equipment specifications and suitability; Conducts engineering surveys to provide dimensional control, setting out and QA checks for the construction industry; and Fully conversant with modern survey instrumentation and understand quality control measures.	according to specific time lines.	
4. Measurement of Land and Property Data capture and surveying / measurement of land. Relates to land survey, cadastral survey and measured building survey.	Understand and use different basic survey instrumentation (EDM's, automatic levels, lasers, etc.); Is aware of all checking procedures and be able to ascertain the suitability of different instrumentation and measurement techniques; Understands the principles of error sources; Understands data capture techniques and limitations of use; Understands the principles of data representation and the use of appropriate data capture techniques to achieve survey output; Understands principles of Bench Marks, Reference; Marks, Block Corners, TSMs and Trig Beacons; Understands basic information on Diagrams and General Plans;	Demonstrates competencies from level 1; Uses advanced data capture instrumentation such as reflectorless EDM, GPS, handheld GIS data capture tools, etc.; Understands the principles of measured building surveying and its outputs; Understands the differences between different data capture techniques and their fitness for purpose; Utilises post processing techniques when required; Understands basic relationship between cadastral and deeds records; Understands specifications and regulations; Undertakes complex surveys and surveys of general plans; Drafts of complex diagrams and general plans including servitudes;	Demonstrates competencies from level 1 and 2; Fully conversant with all Geomatics legislation, regulations and specifications; Understands basic principles relating to sectional title plans and Land Surveyor Certificates; Advises on appropriate data capture techniques; Explains complex survey data capture techniques and terminology to clients; Describes the principles of meta data and property data information and compatibility; Undertakes sectional title surveys and drafting of plans; and Manages surveys for boundary disputes and encroachments.	Demonstrates competencies from level 1 to 3; Signs off legal documents such as Beacon Agreements; Provides evidence for High Court representation; Provides input on boundary disputes, etc.; and Office bearer of Commissioner of Oaths.

	Undertakes cadastral surveys such as subdivisions and consolidations; Drafts simple diagrams etc.; Undertakes boundary relocations; and Undertakes stake-out surveys in relation to cadastral boundaries.	Creates servitudes and understand implications thereof; Surveys and create LSC certificates; Manages and organises all required land use approvals and processes; and Submits survey records to SGO.		
5. Geo-Spatial Mapping & Modelling The production of digital elevation models, digital terrain models, 3D modelling or any form of geographical output including 3D GIS data capture and output.	Understands of Geomatics principles; Knowledge of a range of software applications and tools; Aware of data capture techniques and the knock-on effects regarding accuracy and precision; Process and manage a variety of geospatial data types; and Captures various 3D datasets.	Demonstrates competencies from level 1; Analyses, checks and QA of 3D datasets competently; Processes and edits of digital terrain models, digital elevation models; Creates, edits, processes and QA of 3D building models; Understands the principles of data integration and compatibility, integrating different data sets to achieve client needs; Understands scalability in the context of both mapping and user requirements; Extensive knowledge of a range of geospatial software packages and the usage thereof; Undertakes geospatial analysis projects; and Processes and analyses point cloud data.	Demonstrates competencies from level 1 and 2; Fully conversant with the production of digital terrain models, digital elevation modelling and data integration techniques; Provides Geospatial Services to clients; Performs specialised geospatial analysis and projects (e.g flooding analysis, high accuracy contouring, change detection, Near Infrared imagery, line of sight analysis); Manages and maintains various geospatial databases; and Provides geospatial consulting.	Demonstrates competencies from level 1 to 3; Ensure the provision of Geospatial data Services to clients; Manages the acquisition of Geospatial datasets including aerial imagery, oblique imagery, Lidar data, digital terrain models, 3D building models; and Specialised Geospatial consulting.

<p>6. Remote Sensing</p> <p>Using remotely sensed imagery to perform image analysis to derive data.</p>	<p>Understands the basic principles of remote sensing; Completes image processing; Is familiar with different types of remotely sensed data; Demonstrates a capability to perform visual image interpretation; Analyse data from active and passive sensors; and Perform image mosaicking.</p>	<p>Demonstrates competencies from level 1; Collate information into a structured image analysis report; Functionally competent at operating software for processing, extraction and analysis; and Undertake advanced image processing.</p>	<p>Demonstrates competencies from level 1 and 2; Compares and advises on benefits of alternative methodology; Able to complete project design and drafting of specifications; Produces reports, error detection and analysis; Perform processes of image mosaicking; and Keeps abreast of latest technology developments.</p>	<p>Demonstrates competencies from level 1 to 3; Provides advice on Remote Sensing; and Administer various image and data acquisition processes.</p>
<p>7. Photogrammetry</p> <p>Using digital remotely sensed imagery with photogrammetric principles to provide information and analysis regarding the Earth's Surface; making precise 3D measurements and data capture of the landscape or features within.</p>	<p>Understands the principals of photogrammetry; Performs photogrammetric measurements (3D); Understands Oblique photography; Understands and perform triangulation and orthorectification procedures; Understands image quality requirements and effects; and Competent in use of photogrammetric software applications.</p>	<p>Demonstrate competencies from level 1; Interprets aerial camera calibrations; Able to set up photogrammetric equipment; Perform image balancing, QA and mosaicking procedures; Process DEM data; Capture of 3D data and storing into geodatabases; Process, edits and QA of 3D data; and Manages photogrammetry projects.</p>	<p>Demonstrate competencies from level 1 and 2; Compares and advises on benefits of alternative methodology. (e.g. UAV's); Project design and drafts specifications; Completes QA and analysis of 3D data; and Keeps abreast of latest developments relating to photogrammetry including aerial cameras.</p>	<p>Demonstrates competencies from level 1 to 3; Provides of reasoned advice on tenders and contracts; Administer the tender and procurement process for image acquisition; and Demonstrated ability in project and contract management.</p>
<p>8. Data Exchange</p> <p>Manipulate, Analyse and visualise data to meet the stated requirement.</p>	<p>Understand various spatial data formats and attribute data types; and Understand the basics of projections and Ellipsoids.</p>	<p>Demonstrates competencies from level 1; Selects a map projection and transform data between projections; Collects and captures metadata for spatial data to</p>	<p>Demonstrates competencies from level 1 and 2; and Able to assess fitness for use of spatial data.</p>	<p>Demonstrates competencies from level 1 to 3; Ensures compliance with SDI in terms of metadata; and Ensures compliance to corporate spatial standards and workflow.</p>

		<p>ensure correct use and manipulation of data; Understands spatial data transfer protocols; Understands concepts and processes of data conversion; and Performs data generalization, aggregation, conversions and transformations.</p>		
<p>9. Database Design & Management</p> <p>The ability to implement, design and manage databases.</p>	<p>Demonstrates an understanding of computer database management systems; Develops simple SQL queries; Aware of the principles of spatial data in databases; and Creates and use a simple local personal database e.g. file geo database, etc.</p>	<p>Demonstrates competencies from level 1; and Demonstrates an understanding of general database theory; Designs and develops a comprehensive database; Uses the SQL language to create, modify, query and manage a database application; and Assists with database management.</p>	<p>Demonstrates competencies from level 1 and 2; Designs and develops a database application; and Performs life-cycle management of spatiotemporal data.</p>	<p>Demonstrates competencies from level 1 to 3; and Ensure database management practices are implemented.</p>
<p>10. Professional Conduct</p> <p>The ability to operate as a Geomatics professional within own discipline and within the context of the municipality and other professions, following the code of conduct and ethics standards.</p>	<p>Apply efficient time management to the work of a department / division / section; Manages tasks in a professional manner; Adheres to Municipality code of conduct and ethical standards; and Adheres to Best practice guidelines.</p>	<p>Demonstrates competencies from level 1; Develops, implements and manages a project or activity plan; Participates in the clarification of issues regarding a consulting engagement; and Ensures service delivery through personal conduct.</p>	<p>Demonstrates competencies from level 1 and 2; Operates in a professional manner utilising trouble shooting techniques while applying creative thinking processes; Identifies and interprets Best Practice guidelines, and plan for and implement Best Practice within the team, department or division;</p>	<p>Demonstrates competencies from level 1 to 3; Monitors and manages projects and items in level 1-3; and Reports to senior municipal managers in terms of conduct and ethics.</p>

			Oversees the professional execution of daily functions and projects; Evaluates and applies the processes of planning and control as it relates to corporate strategy, budgeting; Adheres to legislative requirements; and Addresses all legislative issues including health and safety requirements.	
11. Image Analysis The ability to utilise images in processes: image processing, physical principles of remote sensing, spatial statistics, prediction and simulation.	Understands the basic principles of Remote Sensing Imagery; and Performs basic image analysis tasks.	Demonstrates competencies from level 1; Demonstrates a mature capability of visual image interpretation of the real world; Able to complete QA and analysis and management of defects within imagery; Analyses data acquired by an active sensor; and Understands and applies the process of image mosaicking.	Demonstrates competencies from level 1 and 2; Designs an image analysis project; Understands the principles of Remotely Sensed Imagery; Keeps abreast of technological developments; Collates image analysis reports; and Compiles image acquisition, processing and product specifications.	Demonstrates competencies from level 1 to 3; Administers the image acquisition process; and Advises and consults on image product workflows and specifications.
12. Spatial Awareness The ability to possess and understand visual perception, graphical, cartographic communication (including interpretation, information use and knowledge gain).	Demonstrates an ability to read maps; Demonstrates an understanding of the basic principles of spatial data; Demonstrates an understanding of topology; and Understands basic data relationships and how to deal with spatial queries.	Demonstrates competencies from level 1; Understands data relationships and how to deal with spatial queries; and Aware of spatial queries, joins and relationships.	Demonstrates competencies from level 1 and 2; Selects a map projection for cartographic design and production; Demonstrates an understanding of advanced principles of spatial data and data relationships; and Designs and manages projects for spatial mapping.	Demonstrates competencies from level 1 to 3; and Understands advanced principles of spatial data and data relationships.

13. Spatial Analysis The ability to perform spatial queries and build cartographic models.	Performs basic spatial and hybrid queries under supervision; Understands basic concepts and theory of networks; Demonstrates a basic understanding of spatial modelling in GISc; and Understands basic concepts of cartographic modelling.	Demonstrates competencies from level 1; Processes and / or creates simple cartographic models under supervision; Performs spatial error analysis; Performs 2.5D vector surface queries under supervision; Performs queries of existing networks under supervision; Understands concepts and theory of networks; Creates Schematic Diagrams; and Performs spatial analysis according to client requirements.	Demonstrates competencies from level 1 and 2; Builds automated data queries between data sets; and Processes and / or creates complex cartographic models.	Demonstrates competencies from level 1 to 3; and Well versed in performing spatial analysis.
14. Information Technology The ability to use information technology and techniques to build programmes within the GIS environment. Be able to communicate with IT practitioners.	Applies first line problem solving and diagnostic techniques to devices; Able to communicate proficiently with IT practitioners; and Has a basic understanding of the principles of computer programming.	Demonstrates competencies from level 1; Applies the principles of Computer Programming; Able to read a script and do basic edits; and Communicates proficiently with software support.	Demonstrates competencies from level 1 and 2; and Applies the principles of creating a computer program using an object orientated and / or procedural programming language using a scripting tool.	Demonstrates competencies from level 1 to 3; Ensures interface with the IT department to support programmes in the GIS environment.
15. Consulting Provides consultancy services to a range of different clients from project inception to completion. Consultancy occurs in the areas of Geomatics with regard to the discipline that qualifies.	Understands the importance of agreeing a clear contract with clients; Understands the need for the planning, timing and managing of consultancy interventions; Understands the need to manage the use of resources;	Demonstrates competencies from level 1; Prepares consultancy service plans; Deals with ethical dilemmas; Keeps appropriate records; and Has an understanding of, and address all types of problems, risks and issues that may	Demonstrates competencies from level 1 and 2; Prepares client briefs; Updates reports to clients; Negotiates client contracts; Provides reports containing strategic advice and recommendations to a range of clients; Presents to clients;	Demonstrates competencies from levels 1 to 3; Able to advise on technical matters in Geomatics tender specifications; Manages tender and procurement processes; and Performs change management.

	Has an awareness of the need to managing client expectations; Has an awareness and respect for forms of reporting; and Has an awareness of the importance of confidentiality when dealing with sensitive information.	arise during each phase of the consultancy cycle.	Implements consultancy intervention; Builds an external relations and partnership framework; and Able to articulate complex methodologies into layperson and / or other professional language.	
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints;	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately;

		Structures written documents in a logical framework.	Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Engages effectively with general public; and Demonstrates service delivery using appropriate and effective measures.	Demonstrates competencies from level 1 and 2; Professional in interaction with general public and stakeholders; Understands and articulates community needs in sector plans; Manages community expectations within financial, technical and capacity constraints; and Managing effective service delivery through monitoring tools and procedures.	Demonstrates competencies from level 1 to 3; Speaks effectively on service delivery matters to the media via approved channels; and Monitoring service delivery progress.
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problem promptly, without being defensive.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

			management, resource allocation, etc.).	
Personal Competencies				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; and Successfully manages the delivery of projects within time and budget.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

			Seeks to influence changing events.	
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; and Seeks ongoing support for own limitations (e.g. from coach or mentor) Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.

			Puts preventative measures in place to ensure that problems do not recur in the future.	
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.
Management / Leadership Competencies				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in a team; Shows consideration towards others; and Able to work in a multi-disciplinary team.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and

				Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers; Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; and Actively renews own personal skills and applies them in a productive way in the work environment.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals' abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Understands municipality' needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Recognises the need for and provides individuals with

				guidance on how to handle situations; and Ensure all registered personnel comply with the Continual Professional Development (CPD) requirements.
--	--	--	--	---

GEOGRAPHICAL INFORMATION SYSTEMS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	GIS Operator / GIS Analyst	Senior GIS Analyst	Principal GIS Analyst	Head of GIS, GIS Manager
KNOWLEDGE AND SCOPE OF WORK	Applies basic concepts and knowledge to aspects within the discipline; and Assists the senior analyst with, and is knowledgeable in, functions such as data capture, data manipulation, spatial modelling, data management, map production etc. with appropriate supervision.	Applies a body of theoretical knowledge to an aspect within the discipline and provides specialist advice to clients; and Assists the Technologist with, and is knowledgeable in, functions such as data capture, data manipulation, spatial modelling, data management, map production etc.	As per level 2 and knowledgeable in the full range of activities within the discipline; and Knowledge of and experienced in management methods as one could supervise a number of staff and / mentor other professionals.	As per level 3; and Management of a team of senior professionals / technologists.
EXPERIENCE	1 - 2 years' relevant experience required.	2 - 5 years' relevant post qualifying experience required.	5 - 8 years' relevant post qualifying experience required.	8 years' and more relevant post qualifying experience covering all aspects of the GIS function.
QUALIFICATION	A relevant technical tertiary qualification in GIS; and Computer literacy: MS Office	A relevant technical tertiary qualification in GIS; Registration with SAGC as GISc Technician or Technologist (Registration optional); and Computer literacy: MS Office	A relevant technical or professional tertiary qualification in GIS; Registration with SAGC as GISc Technologist or Professional (Registration optional); and Computer literacy: MS Office	A relevant professional tertiary qualification in GIS; Registration with SAGC as GISc / Technologist or Professional (Registration required); and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
PROFESSIONAL COMPETENCIES				
1. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how the building development management process is executed in the municipality; Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Awareness of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and Understands the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes information toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.

<p>2. Problem Solving</p> <p>Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<p>Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to statutes, procedures and precedents, as necessary, before making decisions; and Makes good decisions that take account of all relevant factors.</p>	<p>Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusion.</p>	<p>Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that is rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.</p>	<p>Demonstrates competencies from levels 1 to 3; Advocates innovative thinking in problem solving; and Gathers information and ideas from outside to benefit the municipality.</p>
---	---	---	--	--

3. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
4. Information Management The gathering and analysis of data, in order to conclude thereon.	Obtain / extract data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate; Check data as it is entered for obvious errors; Formalise and enhancing templates; and Managing the central repository and documents.	Demonstrates competencies from level 1; Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns; and Identifies concerns and improvement areas that need to be addressed in terms of monitoring data.	Demonstrates competencies from level 1 and 2; Able to analyses and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof; Document reporting information in required formats and categories in order to assist management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications; and Quality check data entered into management software and extract accurate reports.	Demonstrates competencies from level 1 to 3; Manage, review and analyze SCM information and conclusions; Draft / Review reports and conclude on results obtained; and Maintain various electronic packages and systems required for records management
FUNCTIONAL COMPETENCIES				
1. Data Capture Collecting, capturing and exchanging GIS data with / from various formats and sources.	Demonstrates knowledge of capture methods for primary spatial data; Develops a basic understanding of Geographic Information System (GIS) data structures for data acquisition;	Demonstrates competencies from level 1; Able to assess fitness for use of spatial data; Able to use field data capture devices;	Demonstrates competencies from level 1 and 2; Demonstrates a thorough understanding of GIS / GPS technology; Creates a standard operating procedure for geo-information data capture;	Demonstrates competencies from level 1 to 3; Ensures compliance with SDI in terms of metadata; Ensures compliance to corporate spatial standards and workflow; and

	<p>Understands the elements that contribute to data quality and metadata;</p> <p>Able to capture geo-information from secondary data sources;</p> <p>Demonstrates knowledge of sources for spatial data;</p> <p>Demonstrates basic understanding of GPS data; and</p> <p>Capture data with GPS for GIS.</p>	<p>Able to capture geo-information from secondary data sources;</p> <p>Supervises the capture of geo-information from secondary data sources;</p> <p>Plans and checks the capture of geo-information from secondary data sources;</p> <p>Demonstrates knowledge of sources for spatial data; and</p> <p>Understands and manages data errors in relation to spatial data.</p>	<p>Understands issues that influence the quality of data;</p> <p>Manages QA standards;</p> <p>Responds to client needs appropriately;</p> <p>Conversant with all GIS specifications and guidance according to your area of practice; and</p> <p>Understands GIS contracts and specifications (in conjunction with senior colleagues).</p>	<p>Manages GIS tenders and contracts.</p>
<p>2. Data Exchange</p> <p>Manipulate, Analyse and visualise the data to meet the stated requirement.</p>	<p>Understands various spatial data formats and attribute data types; and</p> <p>Understands the basics of projections and Ellipsoids.</p>	<p>Demonstrates competencies from level 1;</p> <p>Selects a map projection and transform data between projections;</p> <p>Collects and captures metadata for spatial data to ensure correct use and manipulation of data;</p> <p>Understands spatial data transfer protocols;</p> <p>Understands concepts and processes of data conversion; and</p> <p>Performs data generalization, aggregation, conversions and transformations.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Able to assess fitness for use of spatial data; and</p> <p>Edits map projections.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Ensures compliance with SDI in terms of metadata; and</p> <p>Ensures compliance to corporate spatial standards and workflow.</p>
<p>3. Database Design & Management</p> <p>The ability to implement, design and manage databases.</p>	<p>Demonstrates an understanding of computer database management systems;</p> <p>Develops simple SQL queries;</p>	<p>Demonstrates competencies from level 1;</p> <p>Demonstrates an understanding of general database theory;</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Designs and develops a database application; and</p>	<p>Demonstrates competencies from level 1 to 3; and</p> <p>Manages databases design requirements for the GIS function.</p>

	Aware of the principles of spatial data in databases; and Creates simple databases e.g. file geodatabases etc.	Designs and develops a comprehensive database; Uses the SQL language to create, modify, query and manage a database application; Designs a database for inclusion of spatial components; and Assists with database management.	Performs life-cycle management of spatiotemporal data.	
4. Professional Conduct The ability to operate as a GISc professional within own discipline and within the context of the municipality and other professions, following the code of conduct and ethics standards.	Applies efficient time management to the work of a department / division / section; Manages your tasks in a professional manner; Adheres to Municipality code of conduct and ethical standards; and Adheres to Best practice guidelines.	Demonstrates competencies from level 1; Develops, implements and manages a project or activity plan; Participates in the clarification of issues regarding a consulting engagement; and Ensures service delivery.	Demonstrates competencies from level 1 and 2; Operates in a professional manner utilising trouble shooting techniques while applying creative thinking processes; Identifies and interprets Best Practice guidelines, and plan for and implement Best Practice within the team, department or division; Oversees the professional execution of daily functions and projects; Evaluates and applies the processes of planning and control as it relates to corporate strategy, budgeting; and Adheres to legislative requirements.	Demonstrates competencies from level 1 to 3; Monitors and manages projects and items in level 1-3; and Reports to senior municipal managers.

5. GIS Systems and Software Ability to utilise GIS systems and software and adapt them to the specific task at hand.	Complete an original, basic GIS project under supervision; and Applies basic GIS software functions.	Demonstrates competencies from level 1; Demonstrates software skills with advanced GIS tools.	Demonstrates competencies from level 1 and 2; Customises a generic GIS to an individual specification; and Able to operate additional GISc software applications if required, thereby showing flexibility and a thorough understanding of the discipline.	Demonstrates competencies from level 1 to 3; and Manages the GIS systems and software capability requirements for the function.
6. Image Analysis The ability to utilise images in processes: image processing, physical principles of remote sensing, spatial statistics, prediction and simulation.	Understands the basic principles of Remote Sensing Imagery; and Performs basic image analysis tasks.	Demonstrates competencies from level 1; Demonstrates a mature capability of visual image interpretation of the real world; Analyses and manages defects within imagery; Analyses data acquired by an active sensor; and Understands and applies the process of image mosaicking.	Demonstrates competencies from level 1 and 2; Designs an image analysis project; Understands the principles of Remotely Sensed Imagery; Keeps abreast of latest technological developments; Collates image analysis reports; and Compiles image acquisition, processing and product specifications.	Demonstrates competencies from level 1 to 3; Administers the image acquisition process; and Advises and consults on image product workflows and specifications.
7. Spatial Awareness Ability to perform visual perception, graphical, cartographic communication (including interpretation, information use and knowledge gain).	Demonstrates an ability to read maps; Demonstrates an understanding of the basic principles of spatial data; Demonstrates an understanding of topology; and Understand basic data relationships and how to deal with spatial queries.	Demonstrates competencies from level 1; Understand data relationships and how to deal with spatial queries; and Aware of spatial queries, joins and relationships.	Demonstrates competencies from level 1 and 2; Selects a map projection for cartographic design and production; Demonstrates an understanding of advanced principles of spatial data and data relationships; and Designs and manages projects for spatial mapping.	Demonstrates competencies from level 1 to 3; Understands advanced principles of spatial data and data relationships.

8. Spatial Analysis The ability to perform spatial queries and build cartographic models.	Performs basic spatial and hybrid queries under supervision; Understands basic concepts and theory of networks; Demonstrates a basic understanding of spatial modelling in GISc; and Understands concepts of cartographic modelling.	Demonstrates competencies from level 1; Processes and / or creates simple cartographic models under supervision; Performs spatial error analysis; Performs 2.5D vector surface queries under supervision; Performs queries of existing networks under supervision; Understands concepts and theory of networks; Creates Schematic Diagrams; and Performs spatial analysis according to client requirements.	Demonstrates competencies from level 1 and 2; Builds automated data queries between data sets; and Processes and / or creates complex cartographic models.	Demonstrates competencies from level 1 to 3; Well versed in performing spatial analysis.
9. Information Technology Ability to use information technology principles and techniques to build programmes within the GIS environment. Be able to communicate with IT practitioners.	Applies first line problem solving and diagnostic techniques to devices; Able to communicate proficiently with IT practitioners; and Has a basic understanding of the principles of computer programming.	Demonstrates competencies from level 1; Applies the principles of Computer Programming; Able to read a script and do basic edits; and Communicates proficiently with software support.	Demonstrates competencies from level 1 and 2; and Applies the principles of creating a computer program using an object orientated and / or procedural programming language using a scripting tool.	Demonstrates competencies from level 1 to 3; and Ensures interface with the IT department to support programmes in the GIS environment.
10. Consulting This competency relates to the provision of consultancy services to a range of different clients from project inception to completion. Consultancy occurs in the areas of GISc.	Understands the importance of agreeing a clear contract with clients; Understands the need for the planning, timing and managing of consultancy interventions; Understands the need to manage the use of resources; Aware of the need to managing client expectations;	Demonstrates competencies from level 1; Prepares consultancy service plans; Deals with ethical dilemmas; Keeps appropriate records; and Has an understanding of, and address all types of problems, risks and issues that may	Demonstrates competencies from level 1 and 2; Prepares client briefs; Updates reports to clients; Negotiates client contracts; Provides reports containing strategic advice and recommendations to a range of clients; Presents to clients;	Demonstrates competencies from levels 1 to 3; Able to advise on technical matters in GIS tender specifications; Manages tender and procurement processes; and Performs change management.

	Has an awareness and respect for forms of reporting; and Has an awareness of the importance of confidentiality when dealing with sensitive information.	arise during each phase of the consultancy cycle.	Implements consultancy intervention; Builds of an external relations and partnership framework; and Able to articulate complex methodologies into layperson and / or other professional language.	
Public Service Orientation Competencies				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be direct and forthright as well as diplomatic and tactful; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others;	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Ability to read situations and interest positions and to respond appropriately;

		Structures written documents in a logical framework.	Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Engages effectively with general public; and Demonstrates service delivery using appropriate and effective measures.	Demonstrates competencies from level 1 and 2; Professional in interaction with general public and stakeholders; Understands and articulates community needs in sector plans; Manages community expectations within financial, technical and capacity constraints; and Manages effective service delivery through monitoring tools and procedures.	Demonstrates competencies from level 1 to 3; Speaks effectively on service delivery matters to the media via approved channels; and Monitors service delivery progress.
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problem promptly, without being defensive.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.

			management, resource allocation, etc.).	
Personal				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; and Successfully manages the delivery of projects within time and budget.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and	Demonstrates competencies from levels 1 to 3; Recognises when change is necessary, develops a change implementation strategy.

			Seeks to influence changing events.	
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.

			Puts preventative measures in place to ensure that problems do not recur in the future.	
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.
Management / Leadership				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in a team; Shows consideration towards others; and Able to work in a multi-disciplinary team.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and

				Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers; Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; and Actively renews own personal skills and applies them in a productive way in the work environment.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Understands municipality' needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Recognises the need for and provides individuals with

				guidance on how to handle situations; and Ensure all registered personnel comply with the Continual Professional Development (CPD) requirements.
--	--	--	--	---

HEALTH PROMOTION COMPETENCY FRAMEWORK

LEVELS	1	2	3
TYPICAL DESIGNATIONS (These are guidelines and therefore not limited.)	Health Promotion Officer Health Promoter	Municipal Head: Health Promotion Programme manager Coordinator: Health Promotion Functional Head: Health Promotions	Manager: Health Promotion
KNOWLEDGE AND SCOPE OF WORK	<p>The legislative framework including: National Health Act; Nursing Act, Municipal Finance Management Act, Municipal Structures Act SA Labour Law Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations</p> <p>Knowledge of the impact of social and cultural diversity on health and health inequities as well as the implications for health promotion actions;</p> <p>Knowledge of the current models and approaches of effective project and programme management (including needs assessment, planning, implementation and evaluation and sustainability of</p>	<p>The legislative framework including: National Health Act; Nursing Act, Municipal Finance Management Act, Municipal Structures Act SA Labour Law Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations</p> <p>Knowledge and understanding of the impact of social and cultural diversity on health and health inequities as well as the implications for health promotion actions;</p> <p>Knowledge and understanding of the current models and approaches of effective project and programme management (including needs assessment, planning, implementation and evaluation</p>	<p>The legislative framework including: National Health Act; Nursing Act, Municipal Finance Management Act, Municipal Structures Act SA Labour Law Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations</p> <p>Demonstrated knowledge of the impact of social and cultural diversity on health and health inequities as well as the implications for health promotion actions;</p> <p>Demonstrated knowledge of the current models and approaches of effective project and programme management (including needs assessment, planning, implementation and evaluation and sustainability of</p>

	<p>programme) and their application to health promotion action;</p> <p>Knowledge of evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action;</p> <p>Knowledge of Health promotion strategies to promote health – health education, advocacy, lobbying, media campaigns, community development processes, policy development and legislation; and</p> <p>Knowledge of theories, principles, policies and strategies for Health Promotion.</p>	<p>and sustainability of programme) and their application to health promotion action;</p> <p>Knowledge and experience in the evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action;</p> <p>Knowledge and experience in the implementation of Health promotion strategies to promote health – health education, advocacy, lobbying, media campaigns, community development processes, policy development, legislation; and</p> <p>Knowledge of theories, principles, policies and strategies for Health Promotion.</p>	<p>programme) and their application to health promotion action;</p> <p>Demonstrated knowledge of evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action;</p> <p>Demonstrated knowledge and experience of Health promotion strategies to promote health – health education, advocacy, lobbying, media campaigns, community development processes, policy development, legislation; and</p> <p>Demonstrated knowledge of theories, principles, policies and strategies for Health Promotion</p>
EXPERIENCE	2 years relevant working experience	5 years relevant working experience with three (3) years in supervisory position	8 years relevant working experience with 3 years in a managerial position
QUALIFICATION	Relevant tertiary qualification preferably a Diploma or Certificate in Public Health.	Relevant tertiary qualification preferably a Diploma in a Public Health Science.	Relevant tertiary qualification preferably a Post Graduate Degree or Diploma in Public Health Science or Allied Science.

COMPETENCY LEVELS	1	2	3
PROFESSIONAL / FUNCTIONAL COMPETENCIES			
1. Communication Communicate health promotion actions effectively, using appropriate techniques and technologies for different individuals, groups and communities.	Uses effective communication skills including written, verbal, non-verbal, and listening skills; Uses information technology and other media to receive and disseminate health promotion information; Uses culturally appropriate communication methods and techniques for specific groups and settings; Uses interpersonal communication and group work skills to facilitate individuals, groups, communities and organisations to improve health and reduce health inequities; Applies interpersonal skills (negotiation, team work, motivation, conflict management, decision making, and problem solving skills); Facilitates meetings; Debates health-related issues using evidence-based arguments; and Conducts presentations on health promotion programs for various stakeholders.	Demonstrates competencies from level 1; Makes self understood to others, pointing out specific issues or considerations to be taken into account; Share work instructions with team members; Writes monthly reports, program plans and program update reports; and Communicates key messages to team members for dissemination to individuals, groups and communities.	Demonstrates competencies from Level 1 and 2; Consolidates monthly, quarterly and annual reports; Communicates new direction for the team; Develops key messages to be communicated by the team; and Acts as a liaison person for all stakeholders.

2. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; Executes tasks according to plan in order of priority, using some discretion; and Plans tasks on a daily basis according to assessment of schedule of activities.	Demonstrates competencies from levels 1; Plans tasks weekly; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 and 2; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
3. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.	Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; Demonstrates basic computer literacy; and Basic knowledge of MS Office.	Demonstrates competencies from level 1; Able to use advanced features of MS Office packages; and Able to process data utilising various computer software packages.	Demonstrates competencies from levels 1 and 2 Understands how to use computer packages to process a range of data; and Optimise the use of technology for effective and efficient operations within office.
4. Advocacy / Negotiation The ability to identify means of advocating for Health Promotion, developing and aligning strategy/plans to support such means and building networks to accomplish it.	Identifies relevant information for advocacy for a variety of audiences; Researches contacts in the media, government, private sector, donors, other agencies, civil society for the municipality's advocacy efforts; Supports in identifying opportunities for advocating Health Promotion; Identifies and communicates relevant information for a variety of audiences for advocating Health Promotion; Maintains a functioning network of contacts with a	Demonstrates competencies from level 1; Advocates for the inclusion of Health Promotion focus areas in the public policy agenda; Brings visibility and sensitizes decision makers to relevant emerging issues; Leverages multidisciplinary expertise to influence the shape of policies and programmes; Demonstrates political/cultural acumen in proposing technically sound, fact based approaches/ solutions; Develops internal organizational policies	Demonstrates competencies from levels 1 and 2; Builds consensus concerning the organisation's strategic agenda with partners on joint initiatives; and Provides conceptual leadership for the department's advocacy initiatives and promotes strategies within the municipality and to key external stakeholders.

	<p>variety of stakeholders to promote a better understanding of Health Promotion and to support advocacy efforts;</p> <p>Creates effective advocacy strategies;</p> <p>Contributes to the elaboration of advocacy strategies by identifying and prioritizing audiences and communication means; and</p> <p>Uses the opportunity to bring forward and disseminate materials for advocacy work.</p>	<p>promoting strategic approaches to promote healthy lifestyles;</p> <p>Dialogues with national counterparts and other stakeholders to strengthen advocacy efforts incorporating country, regional and global perspectives; and</p> <p>Performs analysis of political situations and scenarios, and contributes to the formulation of institutional responses.</p>	
<p>5. Capacity Building</p> <p>Enable individuals, groups, communities and organisations to build capacity for Health Promotion and to “Sustain Wellness” action to improve health and reduce health inequities.</p>	<p>Uses health promotion approaches which support empowerment, participation, partnership and equity to create conducive environments and settings which promote health;</p> <p>Facilitates the development of personal skills that will maintain and improve health;</p> <p>Works in collaboration with key stakeholders to re- orientate health and other services to promote health and reduce health inequities; and</p> <p>Liaises with groups, communities and organisations for awareness sessions.</p>	<p>Demonstrates competencies from level 1;</p> <p>Develops policies and strategies;</p> <p>Conducts training on Health Promotion;</p> <p>Able to solve complex challenges;</p> <p>Identifies training needs for team members; and</p> <p>Works in collaboration across all sectors to influence the development of public policies which impact positively on health and reduce health inequities.</p>	<p>Demonstrates competencies from level 1 and 2; and</p> <p>Manage community development approaches to strengthen community participation and ownership and build capacity for health promotion action.</p>

<p>6. Advocate for Wellness</p> <p>Advocate with, and on behalf, of individuals, communities and organisations to improve health and well-being as well as build capacity for health promotion action so as to ensure positive behavior change and Healthy Lifestyles.</p>	<p>Uses advocacy strategies and techniques which reflect health promotion principles;</p> <p>Engages with and influence key stakeholders to develop and sustain health promotion action;</p> <p>Raises awareness of and influence public opinion on health issues;</p> <p>Advocates for the development of policies, guidelines and procedures which impact positively on health and reduce health inequities across all Departments in the Municipality;</p> <p>Facilitates communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action;</p> <p>Participates in advocacy campaigns; and</p> <p>Delivers Health and Wellness Talks for different audiences.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Organises Health and wellness Awareness projects in collaboration with other stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2; and</p> <p>Promotes and supports Wellness and Healthy Lifestyle Initiatives, Programmes and Campaigns.</p>
<p>7. Stakeholder collaboration</p> <p>Works in collaboration with other disciplines, sectors and partners to enhance the impact and sustainability of health promotion action.</p>	<p>Engages partners from different sectors to actively contribute to health promotion action;</p> <p>Facilitates effective partnership working which reflects health promotion values and principles;</p> <p>Identifies stakeholders within and outside the health sector</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Manage and maintain stakeholder partnerships;</p> <p>Liaise with other organisations to market the Health Promotion Program;</p> <p>Builds successful partnerships through collaborative working,</p>	<p>Demonstrates competencies from level 1 to 3; and</p> <p>Promotes and supports positive, collaborative, intersectoral and multisectoral Health and Wellness Initiatives, Programmes and Campaigns.</p>

	<p>that could determine or enhance the success of health promotion efforts;</p> <p>Develops effective partnerships with key stakeholders, gatekeepers, and target group representatives;</p> <p>Establishes appropriate partnerships with relevant organisations, NGO's and Civic Organisations;</p> <p>Facilitates stakeholder meetings; and</p> <p>Liaises with different stakeholders for health awareness sessions.</p>	<p>mediating between different stakeholders; and</p> <p>Facilitates the development and sustainability of coalitions and networks for health promotion action.</p>	
<p>8. Project Implementation</p> <p>Implement effective and efficient, culturally sensitive, and ethical health promotion action in partnership with stakeholders.</p>	<p>Uses ethical, empowering, culturally appropriate and participatory processes to implement health promotion action;</p> <p>Develops, pilots and uses appropriate resources and materials;</p> <p>Manages the resources needed for effective implementation of planned action;</p> <p>Facilitates programme sustainability and stakeholder ownership of health promotion action through ongoing consultation and collaboration;</p> <p>Involves all stakeholders in implementation of the program; and</p>	<p>Demonstrates competencies from level 1;</p> <p>Provides the necessary resources for implementation of health promotion activities;</p> <p>Monitors and evaluates the implementation of the program; and</p> <p>Develops health promotion interventions in collaboration with all stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2; and</p> <p>Promotes and supports positive, collaborative, intersectoral and multisectoral Health and Wellness Initiatives, Programmes and Campaigns.</p>

	Monitors the quality of the implementation process in relation to agreed goals and objectives for health promotion action.		
9. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; Manages resources within the function to achieve the project objectives; Sets high performance standards for self and others to achieve project deliverables; Prioritises activities to ensure that project is completed within schedule; and Complies with budgetary requirements.	Demonstrates competencies from levels 1 and 2; Plans, organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources – at function level; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.	Demonstrates competencies from levels 1 to 3; and Manages and control the programme deliverables, budgets and resource plans to ensure the execution of projects.
10. Evaluation and Research Use of appropriate evaluation and research methods, in partnership with stakeholders, to determine the outcomes, impact and effectiveness of health promotion action.	Identifies and use appropriate health promotion evaluation tools and research methods; Integrates evaluation into the planning and implementation of all health promotion action; Uses evaluation findings to refine and improve health promotion action;	Demonstrates competencies from level 1; Analyses research findings and make recommendations for improvement; Conducts trend analysis to inform new strategies; Interprets research findings for the team; and Facilitates the evaluation process.	Demonstrates competencies from level 1 and 2; and Encourages ongoing relevant research to be conducted so that the evidence from these research projects helps to underpin sound and effective Health Promotion Principles and Practices.

	Uses research and evidence-based strategies to inform practice; and Contributes to the development and dissemination of health promotion evaluation and research processes.		
PUBLIC SERVICE ORIENTATION COMPETENCIES			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 2; and Marketing Health Promotion as the key driver in reducing the burden of disease for acute, chronic and Lifestyle conditions.
2. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with the general public; Understands and articulates community needs; Manages community expectations within financial, technical and capacity constraints; and Mentors and coaches staff doing Health Promotion.	Demonstrates competencies from level 1 and 2; Provides regular feedback to staff regarding achievement challenges and demands in Health Promotion; and Monitors and evaluates Health Promotion targets and deliverables.

<p>3. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; Addresses less complicated problems promptly, without being defensive; Understands the client's issues and seeks information about their current and future requirements; Supports others to take personal responsibility to deliver excellent customer service; and Monitors client satisfaction.</p>	<p>Demonstrates competencies from level 1; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.).</p>	<p>Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision.</p>
<p>PERSONAL COMPETENCIES</p>			
<p>1. Action and outcome orientation</p> <p>Display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<p>Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.</p>	<p>Demonstrates competencies from level 1; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.</p>	<p>Demonstrates competencies from level 1 and 2; Creates an action oriented culture that supports the department in achieving its goals; Holds managers accountable for their department's performance and institutes appropriate interventions; Sets challenging goals for the Directorate / Department; and Motivates managers to do things better.</p>

<p>2. Attention to Detail</p> <p>Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards</p>	<p>Checks work for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.</p>	<p>Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation.</p>	<p>Demonstrates competencies from level 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created.</p>
<p>3. Learning orientation</p> <p>Willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<p>Shows willingness to learn new things and acquire knowledge; Engages in regular external activities in the process of further development; Seeks on-going support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and acts to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.</p>	<p>Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry and ensure networking opportunities; and Promotes best practice.</p>	<p>Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates and supports a learning environment; Encourages others to learn and share learning taken from mistakes and experiences; and Shares own experiences to foster learning (model correct behaviour).</p>
<p>4. Integrity</p> <p>Behaves in an honest, fair, and ethical manner.</p>	<p>Remains fair and objective when determining skill set needed for projects to select effective team members; Establishes open and honest communication with employees; and Addresses concerns with employee behaviour in a confidential and respectful manner.</p>	<p>Demonstrates competencies from level 1 and 2; Communicates honestly with employees regarding potential changes affecting the organization to ensure staff are treated fairly; and Investigates issues and takes corrective action, as appropriate.</p>	<p>Demonstrates competencies from levels 1 to 3; Instils a climate of trust by admitting own mistakes and taking responsibility for one's actions; and Discusses potential ethical problems and wrong-doing with employees and responds appropriately.</p>

MANAGEMENT / LEADERSHIP COMPETENCIES			
1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his/her own and team goals; Achieves strategic objectives against specified performance measures; and Defines roles and responsibilities for project team members and clearly communicates expectations.	Demonstrates competencies from level 1 and 2; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation; Complies with statutory requirements and applies policies consistently; Leads and coordinates the translation of policy into long term action plans and conceptualizes the long-term effects of the desired outcomes and manages change in the pursuit of strategic objectives; Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader organizational goals; and Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day to day operations.	Demonstrates competencies from levels 1 to 3; Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long-term goals and arrives at multiple ways to achieve the goals; Provides leadership on policy relates matters; Involves top level political authority and other stakeholders in the buy-in process; and Initiates projects that lead to the achievement of long-term strategic objectives of the municipality; and Implements a performance management system to measure compliance with service delivery plans.
2. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.	Motivates others to accomplish tasks and missions; Influences others effectively using a number of techniques;	Demonstrates competencies from level 1; Able to use a wide range of interpersonal styles and communication methods to	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility;

	<p>Has credibility with staff, management and stakeholders;</p> <p>Uses an in depth understanding of the interactions within a group to move towards a specific agenda.</p> <p>Makes positive impact and comes across as confident professional;</p> <p>Commands respect from peers and subordinates; and</p> <p>Convinces executive of viewpoints or proposals with assistance of others in authority.</p>	<p>gain agreement or acceptance on proposals;</p> <p>Tactfully confronts and corrects others when necessary;</p> <p>Demonstrates calm around adversity; and</p> <p>Is called upon to mediate conflicts and disagreements.</p>	<p>Presents himself or herself well in different settings – public, media or to staff;</p> <p>Able to make unpopular decisions if it is in the best interests of the organisation;</p> <p>Shows a strength of character maintaining performance under duress and pressure; and</p> <p>Persuades political heads to adopt and implement results / outcomes of project.</p>
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Demonstrates competencies from level 1;</p> <p>Articulates tasks and expectations and sets realistic standards;</p> <p>Anticipates mistakes and freely offers assistance without being overbearing;</p> <p>Balances the municipality tasks and goals with own personal and professional needs;</p> <p>Anticipates mistakes and freely offers assistance without being overbearing; and</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Diagnosis performance issues and determines appropriate developmental interventions to suit the circumstances;</p> <p>Sets challenging tasks that stretches abilities and self-confidence;</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult tasks;</p> <p>Motivates and coach teams to achieve highest results;</p> <p>Provides advice and guidance on policies and procedures; and</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Formulates and implements appropriate policies to support staff development;</p> <p>Ensures that training policies policy supports the strategy and drives the desired behavior; and</p> <p>Actively creates development opportunities by crafting roles to best meet the needs of managers.</p>

		Actively involved in the retention and talent development in the team.	
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Demonstrates competencies from level 1; and Works effectively with people from other departments/ organisations and can manage self in a competitive environment. Shows initiative and confidence in dealing with others; and Shares information and collaborates easily with others	Demonstrates competencies from level 1 and 2; Manages the operations of staff to ensure that service delivery is provided in a productive manner; Encourages a team approach to problem solving; Recognises and respects the value of diverse views; Builds team spirit in cohesion across functional boundaries; Remains abreast of other initiatives in the municipality and looks for ways to cooperate and integrate; Involves and empowers the team in setting and achieving goals; and Uses complex strategies such as team assignments, cross training etc. to promote team morale and activity.	Demonstrates competencies from level 1 to 3; Seeks an integrated approach to service delivery across other municipal functions; and Seeks to exploit synergies that may exist with other directorates.

HUMAN RESOURCES COMPTENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Human Resources Officer Assistant Human Resources Practitioner Assistant Human Resources Consultant	Human Resources Officer Human Resources Practitioner Human Resources Consultant	Senior Human Resources Officer Senior Human Resources Practitioner Senior Human Resources Consultant	Principal Human Resources Officer Principal Human Resources Practitioner Principal Human Resources Consultant Human Resources Business Partner Human Resources Manager
KNOWLEDGE AND SCOPE OF WORK	Applies basic concepts and knowledge to the Human Resources function; Works in conjunction with a Human Resources Officer / Practitioner / Consultant in facilitating processes, liaison with clients and preparing reports and information within appropriate accountability and competent levels; and Work is closely monitored and feedback is given while still developing proficiency in the Human Resources discipline.	Applies a body of theoretical knowledge either broadly or to a specific aspect of the Human Resources function; Facilitates the implementation of programs, processes and systems. Prepares reports; Works in conjunction with a Senior Human Resources Professional; Provides specialist advice to clients; and Work is monitored and feedback is given while proficiency has been developed	Performs the full range of Human resources activities within a functional area or more generally within the Human Resources discipline; Could supervise a number of staff and / or mentor other Human Resources Professionals; Activities are typically complex, they apply complex analysis to divergent problems with an emphasis on analysis of HR analytics; Often involved in and could lead projects and provide	Plays a wide ranging research, problem solving, design and standard setting role and / or more focused research problem solving role; Participates in, plans and leads projects. Supervises and / or co-ordinates various Human Resources staff; High level specialist / consultant or project leader within Human Resources; Manage HR programs and projects; and Manage resources (staff, assets, budgets).

		and is currently gaining experience.	advice or information of a specialist nature; and Applies an integrated body of knowledge. Could be a specialist or a generalist.	
EXPERIENCE	0 - 2 years relevant experience required.	2 - 5 years relevant experience required.	5 - 8 years' relevant experience required.	8 years or more relevant experience covering a broad range of human resources functions; and At least 3 years supervisory experience.
QUALIFICATION	A relevant 3 year tertiary qualification in Human Resources Management or related field.	A relevant 3 year tertiary qualification in Human Resources Management or related field.	A relevant 3 year tertiary qualification in Human Resources Management or related field.	A relevant 3 year tertiary qualification in Human Resources Management or related field.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how the Human Resources Department functions; Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Guided application of sector policies and legislation in undertaking tasks; and	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government;	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates and understands integration across these directorates; In-depth knowledge of municipal legislation, policy,	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality's and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.

	Awareness of the issues impacting service delivery.	Understands local government policies and legislation; and In-depth knowledge of the issues impacting service delivery.	practice and code of conduct; and Contributes HR related information toward addressing the municipality's service delivery challenges.	
2. Consulting The ability to understand stakeholder needs and dynamics and to build capacity within the target audience through the ability to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Able to identify internal and external stakeholders relevant to projects; Shows confidence in engaging with internal and external stakeholders; Communicates effectively; and Accurately captures details of meetings and proceedings for formal record.	Demonstrates competencies from level 1; Responds to questions with accurate and complete answers; Understands stakeholder decision making structures and processes and designs consultation forums accordingly; Displays thorough knowledge of subject matter and is able to communicate at various levels; Is well organised and ensures that all logistics associated with the consultation process are addressed; and Listens well and is receptive and encourages participation and mutual understanding.	Demonstrates competencies from level 1 and 2; Adapts communication content and style and body language according to the audience; Delivers messages in a manner that gains support, commitment and agreement; Communicates controversial, sensitive messages to stakeholders tactfully; Able to read situations, understand interests, positions taken and to respond appropriately; and Able to secure, manage and design large scale interventions.	Demonstrates competencies from level 1 to 3; Balances political, personal and societal views with municipality' needs when communicating differing viewpoints on complex issues; Displays thorough understanding of subject matter, risks, stakeholder dynamics and consultation processes and methodologies; Uses language and style to capture the attention of the audience; and Capable of effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.
3. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the	Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and	Demonstrates competencies from level 1; Sets short term and longer term project plans and cascades it to the work team and individual performance objectives; Conceptualizes options;	Demonstrates competencies from levels 1 and 2; Develops integrated plans for the work unit and that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as	Demonstrates competencies from levels 1 to 3; Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; Develops partnership agreements that ensures win

tasks, functions, results of the work unit.	Measures progress and monitors performance and results.	Identifies and allocates resources; Develops contingency plans for potential problems; and Sets goals and objectives relevant to the function and focuses on the customers' needs.	cross functional teams, secondments, developmental assignments and collaborative funding to achieve results (Establishes Matrix Teams); Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Develops scenarios on projects; and Assists others to plan and organise their work.	– win outcomes for all parties; and Projects and forecasts short, medium and long term needs for the municipality.
4. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensure that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Demonstrates competencies from level 1; Reviews progress and shares information, gets feedback on results from those directly involved; Is able to get more things done whilst using fewer resources to achieve this; Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and Delivers activities and plans as scheduled.	Demonstrates competencies from levels 1 and 2; Establish a system to follow up on projects / tasks / assignments; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notifies errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks and work products to ensure freedom from errors, omissions or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and	Demonstrates competencies from levels 1 to 3; and Ensures all monitoring and control mechanisms are in place to track and report on meeting of deliverables against assignments or projects.

			Gathers information on the probability of success and the consequences of failure.	
5. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Shows confidence in engaging with internal and external stakeholders; Communicates effectively; Shows consideration when working with others; Accurately captures detail of meetings and proceedings for formal record; Is able to analyse and apply the terms of agreements; and Shows high levels of integrity and confidentiality in dealing with sensitive information.	Demonstrates competencies from level 1; Establishes clear mandate for negotiations; Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation; Understands negotiation techniques and processes; Negotiates objectively and focuses interaction on the relevant issues; and Builds common ground by pointing out areas of agreement, focuses efforts by pointing out areas of disagreement.	Demonstrates competencies from levels 1 and 2; Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process; Wins concessions without damaging relationships; Can be direct, but still maintains a high degree of diplomacy and politeness; Stays focussed on resolving the deadlocks and avoids personal issues and attacks; Presents and seeks practical, fair and equitable solutions or positive course of action; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.	Demonstrates competencies from levels 1 to 3; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.
6. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.	Effectively responds verbally to clients; Articulates messages clearly and concisely; and Ensures professional interaction and communication with clients.	Demonstrates competencies from level 1; Effectively and appropriately advocates positions orally within municipality as per the generally accepted human resource practice; Provide guidance to the team on goals and objectives of the function; and	Demonstrates competencies from level 1 and 2; Demonstrates effective oral presentation skills; and Creates understanding of HR concepts through logical and clear communication with wide audiences.	Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriately communicate on complex and sensitive matters within the municipality; and Complete presentations to management and clients.

		Demonstrates competence to communicate effectively with clients.		
7. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.	Effectively communicates in writing in a manner that requires minimal modification; Produce electronic presentations; Prepare clear and concise documents / working papers as and when needed; and Proof reads documents with close attention to detail.	Demonstrates competencies from level 1; Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines; Communication with role-players on their roles and responsibilities; Sound report writing skills; and Numerical, alphabetical and written accuracy.	Demonstrates competencies from level 1 and 2; Prepare documents in accordance with approved methodology, format and standards; Adequately review, analyse and quality control; Accurately report back on approved templates reporting information required with regards to financial processes; and Escalates / clearly communicates to the next level and is actioned and supported with valid reasoning if and when required.	Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and Prepare and / or Review reports to committees, ensuring clear and concise communication to appropriate parties.
FUNCTIONAL COMPETENCIES				
1. Change Management The ability to facilitate changes in technology, human behaviour and processes with minimal cost and disruption to the department, in a manner that enhances and ensures achievement of departmental objectives.	Able to understand the change drivers and can clarify issues and provide direction in simple change management process; Provides assistance with the initiation and management of change processes that have a low risk and impact in a localised context (sections, departments); Assists in brainstorming ways of minimising the resistance to change and makes	Demonstrates competencies from level 1; Ability to understand the change drivers, the complexities and contradictions associated with the change and provide clarity to those affected by change; Understands the municipality' dynamics and establishes appropriate change management structures to facilitate efficient implementation;	Demonstrates competencies from level 1 and 2; Plans, organises and leads the initiation and prioritization of change processes; Able to implement complex change management programmes, minimising risk and resistance without unduly impacting on the performance of individuals and the municipality; Displays intuition / understanding in identifying individuals, stakeholders or	Demonstrates competencies from level 1 to 3; Has thorough knowledge of human and municipality' behaviours and applies this knowledge in the design and implementation of strategies, frameworks, methods for complex change programmes; Sponsors "change agents" and creates a network of leaders who support and own the change;

	<p>appropriate recommendations; Communicates the need for change in the change process effectively and promotes changes as an opportunity rather than a threat; and Shows empathy in dealing with individuals struggling to overcome resistance to change.</p>	<p>Builds partnerships and positive working relationships with line management in the implementation of change; Communicates change effectively and facilitates acceptance and buy-in of change initiatives, interventions and programs by all stakeholders in the municipality; Implements the identified change interventions and priorities within the municipality and builds capacity of line managers to implement strategic change in their functional areas; and Able to analyse change, identify the risks and resistance to change and formulate interventions to minimize their impacts on change processes.</p>	<p>issues that may impact on the implementation of change processes; Understands the change processes and facilitates the development of change management frameworks, methods, implementation plans and training of change agents; Able to equip employees and line management with the tools to respond positively to the change; and Able to monitor the impact of change and take corrective action where necessary.</p>	<p>Ensures that Change Management interventions remain effective, even in conditions of change fatigue; Able to align change management activities with other initiatives; and Ability to ensure that there is active involvement by leadership to Demonstrates a sense of ownership.</p>
<p>2. HR Technology / Information Management</p> <p>The effective utilisation of technological applications and platforms that makes information both accessible and accurate, providing HR and line management with the knowledge and intelligence required for more effective decision making.</p>	<p>Analyses existing information and provides information on trends; Shows an ability to translate data into meaningful information, shows attention to detail; Demonstrates logical consequential thinking; Shows an ability to access basic information on the HR Information System; and Demonstrates an awareness of how HR systems can be</p>	<p>Demonstrates competencies from level 1; Ability to make use of technologies to best advantage; Analyses client needs and produce reports to meet client requirements; Analyses and interprets data and produces reports for incorporation into processes; Tracks trends and provides insight into HR processes;</p>	<p>Demonstrates competencies from level 1 and 2; Identifies and designs shared solutions to leverage technology investments; Able to consolidate and rapidly extract HR information in real time to deliver effective presentation of HR information to support planning, decision-making and management of the workforce with full knowledge of the people risk;</p>	<p>Demonstrates competencies from level 1 to 3; Enables the effective implementation of change and improvements to the technology solutions to ensure they remain continually aligned with the municipality's objectives; Monitors trends and developments with regards to information systems and shows an ability to consider implications and</p>

	used to enhance the HR deliverables within the municipality.	Develops standard operating procedures for systems; Determines technical specifications for system requirements; and Anticipates events, situations and incidents that may impact on the operation of the system.	Analyses business need and continuously evaluates the effectiveness of information systems to meet the business requirements; Ensures the IT systems are aligned to facilitate monitoring, evaluation and report on HR processes; Displays an in-depth understanding of HR Information System, its applications and capabilities; Provides an advisory service to line management; and Displays creativity in the presentation of data to meet client requests.	consequences for the municipality; Keeps abreast of latest developments within HR Information System and any new HR applications; Monitors processes and identifies potential shortcomings of current systems / processes - makes recommendations to alleviate issues; and Identify the HR information that must be maintained to support organizational decision-making.
3. HR Service Delivery The adequate provision of HR Services meeting the needs of the organization and its employees which enables delivery of organizational goals and targets.	Displays an adequate understanding of the roles and responsibilities of HR within the municipality; and Understand the links between people, systems, practices and policy and how this contributes to municipality' success.	Demonstrates competencies from level 1; Ensures that clients are provided with accurate and up-to-date information in relation to HR so that their function can be managed effectively; Establishes relevant communication channels with both management and employees to address relevant HR Service Delivery matters; and Provides professional oversight and guidance with regard to HR policy and procedures.	Demonstrates competencies from level 1 and 2; Provides independent professional oversight and guidance with regard to HR policy, strategy and organizational people practices; Ensures a user friendly mechanism for understanding, promoting and ensuring compliance with all appropriate HR legislation; Designs, implements and reviews HR procedures; Provides input in the development of HR policies; and Demonstrates applied understanding, and manages	Demonstrates competencies from level 1 to 3; Ensures sustainability of HR practices within the municipality; Plans and implements HR Service Delivery in line with the municipality's internal and external operating environment, business and capability needs for today and the future; Supports the effective management of human resources in the municipality by means of effective HR Service Delivery model and system; Establishes functional standards for accurate HR

			the link and integration between operational imperatives and HR practice and policy to meet municipality' strategic objectives.	record-keeping and administration; Measures employee engagement and satisfaction with the delivery of HR services; and Designs, implements and reviews HR policies.
4. Strategic HR Management The systematic approach to developing and implementing long-term HRM strategies, policies and plans that enable the organization to achieve its objectives.	Not required at this level.	Not required at this level.	Manages the execution of HR strategies; Manages projects and controls initiatives in support of the employment value proposition; Supports the principal practitioner / HR management in the measurement of sustainable people practices; and Advises on the practical application / implementation of proactive people related business solutions.	Develops and ensures that the HR Strategy is aligned to the municipality's objective; Execute HR strategies that enhance the value of the human resources within the organization; Provides a foundation for the employment value proposition of the organization; Establishes a framework for the HR element of the municipality's governance, risk and compliance policies, practices and procedures which balance the needs of all stakeholders; Provides strategic direction and measurements for strategic innovation and sustainable people practices; Analyses the internal and external socio-economic environment and provide proactive people related business solutions; Increases the probability and impact of positive events and decrease the probability and impact of negative events

				caused by human factors on the achievement of organizational objectives; and Aligns HR and people management practices within the governance, risk and compliance framework.
5. Talent Management The proactive design and implementation of a talent-driven business strategy directed to attracting, deploying, developing, retaining and optimising the appropriate talent requirements as identified in the HR Plan and Staffing Strategy of departments. <i>(This competency assumes that an integrated talent management strategy exists in the municipality)</i>	Displays a basic understanding of talent management and the integration of its various components.	Demonstrates competencies from level 1; and Displays an in-depth understanding of talent management and the integration of its various components and has the ability to advise line departments on roles and responsibilities in terms of talent management.	Demonstrates competencies from level 1 and 2; and Able to utilise the various components of the integrated talent management strategy to enable the optimisation of talent within departments.	Demonstrates competencies from level 1 to 3; Able to proactively implement and continuously provide input into the integrated talent management strategy thus attracting, deploying, developing, retaining and optimising municipality' talent; Agrees on appropriate roles for all stakeholders in the development and management of talent; and Monitors and reports on talent management key results areas and indicators.
6. Workforce Planning The systematic identification and analysis of municipality' workforce needs culminating in a workforce plan to ensure sustainable municipality' capability in pursuit of the achievement of its strategic and operational objectives.	Displays an understanding of Workforce Planning and all components thereof.	Demonstrates competencies from level 1; Provides input in the compilation of a Workforce Plan; Able to Identify the characteristics of desirable potential employees; Advises on career planning processes and programs; and Understands the concepts of scarce and critical skills and their implications for the	Demonstrates competencies from level 1 and 2; Facilitates the development of Workforce Plan in conjunction with line department; Executes a Workforce plan in accordance with sound project management principles; Develop career planning processes and programmes; Implements enabling interventions to achieve workforce plan;	Demonstrates competencies from level 1 to 3; Implement measures to retain top talent; Helps set the strategic direction of the organization; Forecasts future talent needs taking into account the direction of the organization, sector and industry, along with general business and demographic factors;

		effective functioning of the sections.	Identifies scarce and critical skills that are required for the effective functioning of the department / municipality; and Probes issues during exit interviews to establish underlying reasons for employees leaving the municipality and is able to identify policy issues and factors that could be improved to aid staff retention.	Aligns the workforce plan with employment value proposition and branding; and Assesses the workforce strategy and planning on achieving organizational objectives.
7. Learning and Development The practice of providing occupationally directed and other learning activities that enable and enhance the knowledge, practical skills and work place experience and behaviour of individuals and teams based on current and future occupational requirement for optimal municipality' development.	Provides employees with access to information on learning and development opportunities; Analyses training needs and provides a consultative service to line; Understands the need for basic literacy training and encourages Adult Education Training where required; and Provide training administration and logistic service.	Demonstrates competencies from level 1; Analyses employee development needs and consults with line to formulate appropriate interventions; Ensures that training and development initiatives are aligned to personal development plans where applicable; Shows initiative in sourcing of potential professional service providers in line with the regulatory framework; and Monitors the efficiency and effectiveness of training and development programmes.	Demonstrates competencies from level 1 and 2; Ensures the design and provision of learning and development interventions are appropriate and integrated; Advises and provides consulting services to line managers on career development matters; Monitors training budgets and consults with line where necessary; Able to inform, advise or convince line management of the importance of continuing development of staff; and Analyses, compiles and implements the Work Place Skills Plan and ensuing reporting to the LGSETA.	Demonstrates competencies from level 1 to 3 plus; Positions learning and development as a catalyst for continuous improvement, change and innovation; Champions a continuous learning culture in the municipality; Evaluates the impact of learning and development at organizational level; Conducts and analyses market research on training and development trends in the relevant employment sectors; and Is fully conversant with Strategic HR Priorities.

<p>8. Occupational Health and Safety</p> <p>The ability to assess the needs of the employees and linking that to the municipality's policies on health and safety.</p>	<p>Gathers research data on trends within the area of Occupational Health; Supports OHS practitioners in execution of health and safety policies; and Completes the monitoring and analysis of OHS compliance in the workplace.</p>	<p>Demonstrates competencies from level 1; Communicates and treats sensitive and controversial information tactfully and confidentially; and Able to compile safe work procedures for routine work processes.</p>	<p>Demonstrates competencies from level 1 and 2; Confidently engages and advises line management on ill health and medical and incapacity cases; Able to assess the health risks per job category; Has detailed knowledge of statutory processes related to Occupational Health and Safety; Able to compile safe work procedures for complex work processes, plant and equipment; and Able to conduct legal compliance audits in all work areas.</p>	<p>Demonstrates competencies from level 1 to 3; Aligns the municipality's policies with the National Occupational Health and Safety Framework; Able to identify and analyse challenges with the implementation of Health and Safety and address these challenges appropriately; and Able to advise on preventative measures and programmes and on transgressions in terms of occupational safety processes.</p>
<p>9. Compensation and Benefits Management</p> <p>The ability to conduct job evaluation using prescribed methods and systems, in order to establish the essential value of jobs in accordance with the procedure that takes into account the degree of complexity of the content of the job and requirements. Links job evaluation with remuneration and the effective management of benefits and reward through policy, practice and processes.</p>	<p>Displays the ability to analyse roles to ensure that job descriptions and job evaluation accurately reflects task and responsibilities; Shows strong analytical reasoning; Understands profiling and grading systems / tools for entry level posts; Implements remuneration and benefits policies fairly and objectively; Displays integrity and confidentiality in dealing with sensitive information; and Displays an awareness of the reward system, policy and / or procedure.</p>	<p>Demonstrates competencies from level 1; Shows strong analytical reasoning; Understands and is able to apply profiling and grading systems / tools for entry level posts; Assess and analyses posts for middle management to ensure that job descriptions and job evaluation accurately reflects task and responsibilities; Has a thorough knowledge of profiling and grading systems / tools for entry level posts; Appraises remuneration and benefits applications to</p>	<p>Demonstrates competencies from level 1 and 2; Monitors and evaluates efficiency and effectiveness of job evaluation / compensation / benefits / rewards processes; Able to assess the effectiveness of the organizational structure and identifies opportunities for improvement; and Integrates reward with other HR practices.</p>	<p>Demonstrates competencies from level 1 to 3; Able to identify and analyse bottlenecks with existing policy implementation and make recommendation on amendments to bring about improvement; Ensures that the municipality's policies (reward / remuneration) is aligned with appropriate legislative, governance and other directive requirements; Aligns and integrates reward, recognition and remuneration with other HR practices for optimal impact; and</p>

		ensure compliance with policies; and Displays an understanding of the reward system, policy and / or procedure.		Benchmarks and reviews reward / remuneration policies, processes and practices at regular intervals to ensure relevance and impact.
10. Performance Management Performance Management is a planned process of directing, supporting, aligning and improving individual and team performance in enabling the sustained achievement of municipality' objectives.	Displays a basic understanding of the principles of performance management.	Demonstrates competencies from level 1; Displays thorough knowledge of the municipality's performance management system; and Able to advise employees on performance management system, policy and procedures.	Demonstrates competencies from level 1 and 2; Facilitates the implementation of an appropriate performance management system; Ensures that the performance management system is integrated with other HR policies and practices; Evaluates the effectiveness of the performance management system; and Ensures that all staff are aware of the performance management system and process.	Demonstrates competencies from level 1 to 3; Advises on the creation and maintaining of a high performance organization culture driving sustainable performance; Advises on the development of a performance management strategy and policy for the organization; and Ensures that the performance management system has a mechanism for dealing with under performance.
11. Employee Wellness Ensuring that a safe and healthy work environment is created and maintained, together with individual wellness commitment that enables employees to perform optimally.	Provides support to peer educators; and Displays an understanding of basic Wellness programmes.	Demonstrates competencies from level 1; and Promotes awareness of the municipality's wellness policy.	Demonstrates competencies from level 1 and 2; Analyses and identifies risks and trends relating to Employee Wellness and the possible affects it may have on the municipality; and Aligns the municipality's policies with the National Health and Wellness programmes.	Demonstrates competencies from level 1 to 3; Evaluates the organizational need and set objectives and boundaries for wellness programmes paying particular attention to high risk groups; Formulates employee wellness strategy, policies and procedures, fair to all employees, to promote and manage wellness programmes and risks; and

				Reviews the effectiveness of wellness programmes and interventions in support of operational objectives.
12. Industrial and Labour Relations The management of individual and collective relationships in a municipality through the implementation of good practices that enable the achievement of municipality' objectives compliant with the legislative framework.	Understands the disciplinary and grievance procedures; Accurately captures details of meetings and proceedings for formal record; Displays the ability to focus on the conflict at hand; and Shows high levels of integrity and confidentiality in dealing with sensitive information.	Demonstrates competencies from level 1; Analyses and investigates labour relations issues impartially and thoroughly; Takes positive action to resolve conflict in a way that addresses the issue, dissipates the conflict and maintains the relationship; Is aware of staff issues and prepares background research on issues in preparation for negotiation; Facilitates labour consultation on appropriate matters; Handles confidential records appropriately and does not share confidential information; and Utilises terminology and format expected of a legally binding document.	Demonstrates competencies from level 1 and 2; Understands the organization and the political dynamics; Engages in problem solving by offering alternative positions and evaluating them openly and fairly; Effectively mediates disagreements between others within the organization and diffuses disagreements that are impacting performance; Monitors work environment for potential conflicts and acts proactively to prevent them from growing; Bargains towards mutually accepted solutions; Has an in-depth knowledge of the collective agreements and case laws and is able to apply that knowledge within the municipality; and Implements effective means for monitoring and evaluating the relationship between employer and labour.	Demonstrates competencies from level 1 to 3; Conceptualises and formulates labour relations policy; Monitors labour relations processes and identifies possible bottlenecks; Shows the ability to think long term and to understand the implications and consequences for the municipality of various labour relations issues; Is networked at a national and local government level and is able to influence and adopt national policy on subject related matters; Is aware of the developments in the bargaining council and advises the municipality on the implications of adoption of resolutions; and Maintains relationship with labour and implements effective means for monitoring and evaluating the relationship between employer and labour.

PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Engage with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; and Negotiates skilfully in tough situations with both internal and external stakeholders.	Demonstrates competencies from level 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and municipality's function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints Organises discussions in logical manner; and Responds to questions accurately and completely.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Ability to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses appropriate language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community within the HR functionality; and

processes in order to achieve municipal goals.			Responds to community expectations within financial, technical and capacity constraints within the HR functionality.	Speaks effectively on service delivery matters as required.
Personal				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self-starter; Drive to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the department in achieving its goals.	Demonstrates competencies from level 1; Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3.
2. Conflict Management The ability to deal effectively with others in an antagonistic situation; using appropriate inter-personal styles and methods to reduce tension or conflict between two or more people.	Collects information from relevant sources to understand conflict; Understands conflict resolution methodology and processes; and Is impartial when resolving conflicts.	Demonstrates competencies from level 1; Establishes a clear and compelling rationale for resolving conflict; Able to diffuse disagreements that are impacting on performance; Is seen as credible and an impartial facilitator; Objectively views conflict from all sides; Stays focussed on resolving the conflict and avoids personal issues and attacks; and	Demonstrates competencies from level 1 and 2; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; Ensures that all parties are aware of agreements and required actions when the issues are resolved; and Educates others on how to deal with conflict.	Demonstrates competencies from level 1 to 3; and Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships.

		Presents and seeks practical, fair and equitable solutions or positive course of action.		
3. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Shows emotional resilience and handles difficult situations effectively.	Demonstrates competencies from level 1 and 2; Responds constructively to adverse situations and has calming influence on others; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self- improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities in the process of further development; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 and 2; Networks within the industry; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from level 1 to 3; Create learning environment; Is networked within the industry; and Encourages others to learn and share from mistakes and shares experiences.
5. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable administration.

6. Problem Solving and Analysis The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Explains potential impact of problems to own working environment; Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Able to balance detail orientation with big picture thinking; Coaches others on the analytical techniques and problem solving methods; and Demonstrates the ability to break down complex problems into manageable parts and identify solutions.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Involves the appropriate people, to resolve complex, inter-departmental problems; Generates various solutions / options and contingency plans for problems; and Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality.	Demonstrates competencies from level 1 to 3; and Anticipates organisational problems and strategises to counteract potential impact.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Direction Setting The ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Gives direction to team in meeting objectives and deadlines; and Defines roles and responsibilities for team members and clearly communicates expectations.	Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates teams to produce quality work within deadline; and Inspires professional and ethical behaviour in others.	Demonstrates competencies from level 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Moves others to action by translating objectives and goals into day-to-day activities; Guides and motivates others to take actions that support the stated goals and objectives; and Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives.	Demonstrates competencies from level 1 to 3; Grasp and articulates municipality's vision and mission and its implications; Maintains a clear focus on the long term goals and considers alternatives; and Is forward thinking and produces innovative ideas.

2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; Commands respect from peers and subordinates; and Settles disputes as quickly and as effectively as possible.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff.	Demonstrates competencies from level 1 and 2; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Deals effectively with inter-personal conflict.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Able to make unpopular decisions if it is in the best interests of the municipality; Shows a strength of character maintaining performance under duress and pressure; and Is called upon to mediate conflicts and disagreements.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Communicates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; Understands subordinates' limitations; and Encourages 'on-the-job' training and the acquisition of new skills.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Actively renews own personal and professional skills and applies them in a productive way in the work environment; Encourages self-reliance and allows staff to make and learn from mistakes; and Empowers others and distributes the workload appropriately.	Demonstrates competencies from level 1 and 2; Sets challenging tasks that stretches individuals abilities and self-confidence; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Actively involved in the retention and development of talent within the municipality; and Monitors progress and gives individuals specific feedback on their performance.	Demonstrates competencies from level 1 to 3; Understands municipality' needs and formulates and implements development plans, outlining specific performance measures; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and Mentors and coaches others where appropriate.
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques	Shows initiative and confidence in dealing with others; Able to manage in a team, working effectively as a team member;	Demonstrates competencies from level 1; Involves and empowers team in setting and achieving goals; and	Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving;	Demonstrates competencies from level 1 to 3; and Manages team development and offers mentoring.

in working with others to achieve a shared goal.	Shares information and collaborates easily with others; and Creates strong morale / team spirit.	Participates actively as a member of a team to move the team towards the attainment of goals.	Involves others by listening to and fully involving others in team decisions; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; and Builds team spirit and cohesion within the unit.	
--	---	---	---	--

INTEGRATED DEVELOPMENT PLANNING COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS: (This is a guide and not limited to)	Assistant IDP Officer	IDP Officer	Senior IDP Officer	Head: Integrated Development Planning
KNOWLEDGE AND SCOPE OF WORK	Be able to compile annual and quarterly reports; Knowledge of public administration and understanding of local government operations; and Knowledge and understanding of King III report.	Be able to compile annual and quarterly reports; Knowledge of public administration and understanding of local government operations; and Knowledge and understanding of King III report.	Be able to compile annual and quarterly reports; Knowledge of public administration and understanding of local government operations; Knowledge and understanding of King III report; Knowledge of Corporate Governance Principles (King Reports I, II and III); Knowledge of Batho Pele Principles; Broad knowledge of integrated development planning; and Knowledge of the Municipal Systems Act and the Municipal Finance Management Act.	Be able to compile annual and quarterly reports; Knowledge of public administration and understanding of local government operations; Knowledge and understanding of Corporate Governance Principles (King III report); Knowledge of Batho Pele Principles; Expert knowledge of local government related legislation and policies; and Solid knowledge of relevant/applicable legislation, regulations and policies.
EXPERIENCE	1 - 2 years relevant experience required	3 - 5 years relevant experience required	5 - 8 years relevant experience required	8 years' or more relevant experience required. Previous experience of developing business plans within a political environment.
QUALIFICATION	A relevant 3 year tertiary qualification preferably in Development studies, Project management, Urban development or	A relevant 3 year tertiary qualification preferably in Development studies, Project management, Urban development or Municipal administration; and	A relevant 3 year tertiary qualification preferably with courses or specialisation in Public Administration or Performance Management or	A relevant 3 year tertiary qualification preferably with courses or specialisation in Public Administration or

	Municipal administration; and Computer literacy: MS Office	Computer literacy: MS Office.	Project Management or B Degree or B Tech; and Computer literacy: MS Office.	Performance Management or Project Management or B Degree or B Tech; and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Organisational Awareness/Political Impact Drives equitable service delivery considering how political and service issues, programmes, policies and decisions impact public interest/concerns.	Basic understanding of the Municipality's priorities and goals; Basic understanding of the relevance of the Municipality's by-laws; Operates within the Municipality's policies and procedures; Consider Municipality policies and legislation in undertaking tasks; and Aware of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands the Municipality's priorities and goals; Understands the relevance of the Municipality's by-laws; Able to apply the Municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Considers the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Understands and internalizes the Municipality's priorities and goals; In-depth knowledge and understanding of the Municipality's policies and procedures; Understands priorities, goals and issues of neighbouring municipalities; Understands sector policies and legislation; and Portrays in-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 to 3; In-depth understanding and knowledge of municipal legislation; Contributes toward addressing the Municipality's service delivery challenges; Demonstrates an understanding of the municipal and local government processes; and Understands and internalizes the municipality's priorities and goals.
2. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.	Captures data accurately, checking for accuracy; and Able to conduct basic data analysis.	Demonstrates competencies from level 1; Able to analyse complex data through the creation of spreadsheets and databases; and	Demonstrates competencies from level 1 and 2; Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain effectiveness of communication,	Demonstrates competencies from level 1 to 3; Establishes what needs to be monitored; Develops monitoring systems that are easy to

		Able to summarise conclusions to analysis to propose certain trends.	or to anticipate service delivery needs; Able to interrogate information, analyse and draw conclusions to identify trends; and Able to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage.	use and provide data that is relevant and timely; Implements tracking systems; and Presents and reports on information in a manner which is easily understood by the audience using graphic aids and tools that present information succinctly.
3. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks/functional results of the work unit.	Translates project plans into specific activities; Assist to organise, prioritise and schedule tasks so that they can be performed within budget and with efficient use of time and resources; Draft reports on progress (performance and results); and Assist with the drafting of contingency plans for potential problems.	Demonstrates competencies from level 1; Translates project objectives into specific plans; Sets short term and longer-term project plans and cascades it to the work team and individual performance objectives; Organizes, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; Measures progress and monitors performance and results; Conceptualizes options; Identifies and allocates resources; and Develops contingency plans for potential problems.	Demonstrates competencies from level 1 and 2; Sets goals and objectives relevant to the function and focuses on the customers' needs; Develops integrated plans for the work unit and others that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results; Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Develops scenarios on projects; and Assists others to plan and organise their work.	Demonstrates competencies from level 1 to 3; Contributes to planning by compiling and collating information from research, surveys and studies; Contributes to the development of the municipality's annual work plans; Organises and plans on a quarterly and annual basis; Identifies and acts on opportunities to partner with other departments in the Municipality to achieve desired results; Develops partnership agreements that ensures win – win outcomes for all parties; and Projects and forecasts short, medium and long term needs for the Municipality.

4. Monitoring and reporting The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Able to assist in the monitoring and reporting process; Basic understanding in monitoring and reporting of departments and directorates performance; and Able to monitor alignment of directorate / department strategies with the Municipality's IDP.	Demonstrates competencies from level 1; Able to demonstrate understanding of monitoring and reporting systems and processes; Able to carry instructions relating to monitoring and reporting; and Able to extract information on from the reporting and monitoring tool.	Demonstrates competencies from level 1 and 2; Provides guidance in the planning of the IDP process plan; Monitors and reports on processes related to the development of the IDP; and Monitors and reports on processes related to the development of the annual report.	Demonstrates competencies from level 1 to 3; Able to lead compliance monitoring processes and direct the monitoring and reporting of progress; and Understands corporate monitoring and reporting processes.
FUNCTIONAL COMPETENCIES				
1. Project Management Plans, manages, monitors and evaluates specific activities to deliver the desired outputs and outcomes.	Assist with project initiation and completion; Plays a crucial role as a sub project manager during the project life cycle; Able to manage sub projects with minimal supervision; Able to use Microsoft programmes to help manage projects; Builds due dates into assignments, tasks and delegations; and Communicates milestones and expected results.	Demonstrates competencies from level 1; Understands the concepts of the project management life cycle; Manages projects of a lesser complex nature; Plays an important role as a sub manager in projects of a complex nature; and Understands the importance of meeting deadlines in each project life cycle.	Demonstrates competencies from level 1 and 2; Initiates projects project conceptualisation; Facilitates and initiates project scoping; Able to execute, monitor and close a project within the set timelines; and Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers).	Demonstrates competencies from level 1 to 3; Organises the team and develop a work plan; Establishes broad stakeholder involvement and communicates the project status and key milestones; and Check quality of work against pre-determined specifications and programme / project goals.

<p>2. Information Management</p> <p>The ability to prepare user friendly, customer orientated and accessible information products and reports of a range of types and formats.</p>	<p>Able to compile and maintain statistical, data and information records;</p> <p>Able to provide data and information and analyses for Municipality and related reporting;</p> <p>Able to draft routine reports using data and information, statistical data and qualitative information;</p> <p>Able to prepare draft fact sheets and similar information products;</p> <p>Able to prepare development information products for wider communication internally and externally;</p> <p>Able to assist with the distribution of development information products via appropriate media; and</p> <p>Able to prepare draft presentations.</p>	<p>Demonstrates competencies from level 1;</p> <p>Able to provide data, information and trends analyses for Municipality and related reporting;</p> <p>Able to draft reports using data and information, statistical data, graphs, tables and maps, as well as qualitative information as required;</p> <p>Able to prepare a range of information products as may be required;</p> <p>Able to prepare and publish information products for wider communication internally and externally;</p> <p>Able to ensure distribution of information products via appropriate media;</p> <p>Able to communicate content of reports, analysis products to internal and external customers; and</p> <p>Able to prepare and undertake presentations to Municipality Directorates and Departments and other internal groups.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Able to provide data and information, trends analyses and contextual information for Municipality and related reporting;</p> <p>Able to prepare complex reports using quantitative and qualitative data and information as required;</p> <p>Able to advise on and monitor the preparation of a range of information products as may be required;</p> <p>Able to ensure the preparation and publishing of information products for wider communication internally and externally;</p> <p>Able to ensure distribution of information products via appropriate media;</p> <p>Able to communicate the content and implications of reports, analysis products to internal and external customers; and</p> <p>Able to prepare and undertake presentations to Municipality and external groups.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Creates mechanisms and structures for sharing of knowledge in the Municipality; and</p> <p>Anticipates future knowledge management requirements and systems.</p>
---	---	---	--	---

PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Service Delivery Orientation The ability to improve existing and explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Understands community needs; and Interacts well with the public.	Demonstrates competencies from level 1; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Establishes a collaborative relationship with the community; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; Committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; Establishes a collaborative relationship with the community; Understands and articulates community needs in sector plans; Manages community expectations within financial, technical and capacity constraints; and Speaks effectively on service delivery matters to internal and external stakeholders.
2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Relates to people at all levels of the municipality; and Able to engage with internal and external stakeholders.	Demonstrates competencies from level 1; Acknowledges contributions of others; Relates to people at all levels of the municipality; and Shows confidence in engagement with internal and external stakeholders.	Demonstrates competencies from level 1 and 2; Accurately captures others' expectations, ideas and concerns; Encourages and considers inputs of others and convinces others of his/her ideas without suppressing their views; Acknowledges merits in others' arguments and incorporates proposals where merited;	Demonstrates competencies from level 1 to 3; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.

			Negotiates skilfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships; and Able to be both direct and forthright as well as diplomatic and tactful.	
3. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations; and Corrects problems promptly, without being defensive.	Demonstrates competencies from level 1; Takes personal responsibility for providing excellent service quality; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.).	Demonstrates competencies from level 1 to 3; Understands the range of clients; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Adapts communication content and style according to the audience; Delivers messages in a manner that gains	Demonstrates competencies from level 1; Adapts communication content and style according to the audience including managing body language effectively;	Demonstrates competencies from level 1 and 2; Develops well defined communication strategy; Balances political views with municipal needs when communicating differing viewpoints on complex issues;	Demonstrates competencies from level 1 to 3; Able to liaise with all levels within National, Provincial and Local government; Able to read situations and interest positions and to respond appropriately;

	support, commitment and agreement; Communicates effectively with people at all levels within the Municipality; and Listens well and is receptive and encourages participation and mutual understanding.	Communicates controversial, sensitive messages to stakeholders tactfully; and Communicates high risk sensitive matters to all relevant parties.	Steers negotiations around complex issues and arrives at a win / win situation; Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; Markets and promotes the municipality to external stakeholders; Communicates with the media without compromising the integrity of the municipality, within mandate; and Responds to questions with accurate and complete answers.	Uses language and style to capture the attention of the audience; Is sought after to lead negotiations and represent the municipality; and Coordinates negotiations at different levels within the municipality and externally.
PERSONAL COMPETENCIES				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; and Displays a drive to do things better.	Demonstrates competencies from level 1 to 3; Successfully completes projects with time and budget allocations.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his/her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively;	Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

		Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.		
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and acts to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; Coaches and mentor others, sharing knowledge and experiences with others.

<p>5. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<p>Demonstrates logical, consequential thinking (Shows strong analytical reasoning);</p> <p>Demonstrates logical problem solving and approach and provides rationale for proposed solutions;</p> <p>Determines root causes of problems and evaluates whether solutions address root causes.</p>	<p>Demonstrates competencies from level 1;</p> <p>Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems;</p> <p>Develops new ways to solve problems;</p> <p>Able to balance detail orientation with big picture thinking; and</p> <p>Looks beyond the obvious and does not stop at the first solution.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Deals effectively with ambiguity and uncertainty;</p> <p>Probes deeply and considers consequences and risks attached to actions;</p> <p>Demonstrates the ability to break down complex problems into manageable parts and identify solutions;</p> <p>Generates various solutions / options and contingency plans for problems;</p> <p>Anticipates problems and strategises to counteract potential impact; and</p> <p>Puts preventative measures in place to ensure that problems do not recur in the future.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Deals with high levels of complexity and clarifies issues for others;</p> <p>Comes up with creative and unique ideas;</p> <p>Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and</p> <p>Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.</p>
<p>6. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<p>Conducts self in accordance with organisational values;</p> <p>Undertakes roles and responsibilities in a sincere and honest manner;</p> <p>Treats all employees with equal respect; and</p> <p>Takes responsibility for own actions.</p>	<p>Demonstrates competencies from level 1;</p> <p>Honours the confidentiality of matters and does not use it for personal gain or the gain of others;</p> <p>Establishes trust and shows confidence in others; and</p> <p>Shares information openly, whilst respecting the principle of confidentiality.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Deals promptly, and in the interest of the municipality, with situations where conflict of interest arises;</p> <p>Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation /department; and</p> <p>Acts decisively against corrupt and dishonest conduct.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Promotes a transparent and accountable municipal administration.</p>

MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Strategic Capability and Leadership Contributes to determining and articulating the vision, sets the direction for the municipality and/or unit and inspires others to deliver on the municipal mandate.	Not required at this level	Applies a body of theoretical knowledge to an aspect within a particular discipline.	Demonstrates competencies from level 1 and 2; Able to think analytically and work with figures; Gives direction to the team in realising the municipality's strategic objectives via departmental/units goals; Achieves objectives against specified performance measures for the department or unit; and Defines roles and responsibilities for project team members and clearly communicates expectations.	Demonstrates competencies from level 1 to 3; Leads the team in realising the municipality's strategic objectives via departmental/unit's goals; and Offers long term vision and objectives for project team members and clearly communicates expectations.
2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Influences others effectively using a number of techniques.	Demonstrates competencies from level 1; and Demonstrates calm around adversity.	Demonstrates competencies from level 1 and 2; Has credibility with staff, management and contractors; Uses an in depth understanding of the interactions within a group to move towards a specific agenda; and Tactfully confronts and corrects others when necessary.	Demonstrates competencies from level 1 to 3; Makes positive impact and comes across as confident professional; Commands respect from peers and subordinates; and Convinces executives of viewpoints or proposals with assistance of others in authority.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Stretches own abilities and self-confidence.	Demonstrates competencies from level 1; and Assesses own personal and professional skills in the work environment.	Demonstrates competencies from level 1 and 2; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style;	Demonstrates competencies from levels 1 to 3; Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards;

			<p>Sets challenging tasks that stretches individuals' abilities and self-confidence;</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Encourages self-reliance and allows staff to make and learn from mistakes.</p>	<p>Anticipates outcomes and develop initiatives to address any gaps in a positive way;</p> <p>Balances the municipality's tasks and goals with subordinates' personal and professional needs;</p> <p>Able to mentor subordinates;</p> <p>Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals;</p> <p>Able to make unpopular decisions if it is in the best interests of the municipality; and</p> <p>Shows strength of character maintaining performance under duress and pressure.</p>
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Shows initiative and confidence in dealing with others;</p> <p>Shares information and collaborates easily with others;</p> <p>Seeks consensus amongst diverse viewpoints to build group commitment; and</p> <p>Contribute to morale/team spirit by means of a positive attitude.</p>	<p>Demonstrates competencies from level 1;</p> <p>Able to manage a multi-disciplinary team;</p> <p>Shares information and collaborates easily with others;</p> <p>Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and</p> <p>Creates strong morale/team spirit.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Uses complex strategies to promote team morale and productivity;</p> <p>Involves and empowers own team in setting and achieving goals;</p> <p>Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate; and</p> <p>Works effectively with people from other municipalities/ departments and manage in a competitive environment.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Shares strategic information and collaborates easily with others in the team; and</p> <p>Draws on diverse backgrounds, skills and knowledge of team members.</p>

INTERNAL AUDIT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Auditor	Auditor	Senior Auditor	Assist Manager / Manager Internal Audit
KNOWLEDGE AND SCOPE OF WORK	Audit work according to prescribed norms and standards under the general direction of an experienced Auditor.	Professional audit work according to norms and standards under the general direction of an experienced Senior Auditor.	Can lead, conduct, and control the audit work according to norms and standards; and Supervise junior auditors.	Can manage, lead and control the audit assignments according to the norms and standards under the direction of the Manager: Internal Audit; Responsible for managing the auditing teams; and Demonstrates a good knowledge base of governance, controls and risk management.
EXPERIENCE	0 - 2 years relevant experience required.	2 - 5 years' relevant experience required.	5 - 8 years' relevant experience required which includes 2 years of supervisory experience.	8 years or more experience (which includes 2 years of supervisory exposure) covering all aspects of the audit function (activities as depicted in IIA Standards 1000 and 2000).

QUALIFICATION	A relevant 3 year qualification with preference in auditing or internal audit as a major; and Computer literacy: MS Office	A relevant 3 year qualification with preference in auditing or internal audit as a major and registered with a recognised profession; and Computer literacy: MS Office	A relevant 3 year qualification with preference in auditing or internal audit as a major and registered with a recognised profession; and Computer literacy: MS Office	A relevant 3 year qualification with preference in auditing or internal audit as a major and registered with a recognised profession; and Computer literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication The ability to communicate complex information in understandable documents for specific audiences.	Able to document Audit working papers; Able to issue audit expectations / findings; Conduct analytical review on the audit work papers; Audit outcome / results are properly recorded; Exceptions identified and raised are adequately supported with reliable evidence that is clear and concise; Exceptions contain practical recommendations and relevant criteria with sufficient detail; and Escalations to the next level are actioned and supported with valid reasoning.	Demonstrates all competencies from level 1; Prepares clear and concise draft reports that are in accordance with the approved audit methodology / standards; Prepares notification letters engagements / aligned to scope and audit objectives of annual audit plan; Interprets information adequately. Prepares engagement letter and sign off as preparer; Approved audit steps are completed and signed off; Prepares the draft audit report with reflection of management comments and auditor's response; and Reflects conduct as stipulated in the Audit Charter and IIA Code of Ethics.	Demonstrates all competencies from level 1 and 2; Adequately review the draft reports; Prepares documents with as per the audit methodology / audit standards; Effectively collaborates on larger written projects with colleagues; Reviews the engagement letter; and Finalizes the draft audit report with reflection of management comments and auditor's response.	Demonstrates all competencies from level 1 to 3; Reviews and approves the draft audit report ensuring clear and concise communication to appropriate parties; Reports on significant findings in respect of risk, control and corporate governance issues; and Reviews as to whether the draft audit reports are aligned to the audit methodology / standards before submission to the Manager IA / Senior Audit Manager.

<p>2. Oral Communication</p> <p>The ability to articulate complex concepts in an understandable, convincing manner.</p>	<p>Explains positions orally within municipality on basic audit matters); and Ensures professional interaction and communication with the clients.</p>	<p>Demonstrates competencies from level 1; Effectively and appropriately advocates positions orally within municipality on audit as per the audit standards; Provides guidance to the audit team on goals and objectives of the audit; and Demonstrates competence to communicate effectively with clients.</p>	<p>Demonstrates competencies from level 1 and 2; and Demonstrates effective oral presentation skills.</p>	<p>Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriate communicate advocate audit outcomes orally on complex and sensitive matters within the municipality. According to the audit methodology and IA Charter); and Completes presentations to Audit management, Management and Audit Clients.</p>
<p>3. Research and Analysis</p> <p>Ability to break an audit problem into component parts, identify key issues, locate authority in the form of statute / policy and compile audit reports to support a position.</p>	<p>Identifies relevant issues and facts; Collate data according to the audit trends; and Applies authority to scope of work.</p>	<p>Demonstrates competencies from level 1; Understands and analyses complex fact patterns and concepts; Identifies additional relevant issues that need to be addressed; Generates practical ideas in accordance with the Code of practice and solutions to address issues presented; Communicates ideas and solutions to supervisor; and Complete tasks efficiently, in accordance with audit methodology.</p>	<p>Demonstrates competencies from level 1 and 2; Manages fact-finding and delegates research to other auditors, giving clear, organised assignments; Organises and synthesises work, including the work of others, into a complete, considered analysis; Provides practical advice to clients based on analysis; and Prioritises alternative courses of action based on research and analysis.</p>	<p>Demonstrates competencies from level 1 to 3; Critically evaluates analysis prepared by others; Develops advice and solutions based on these analysis; and Communicates advice and solutions clearly to clients and others as per the IA Charter.</p>

<p>4. Advocacy / Negotiation</p> <p>The ability to develop and present Internal Audit interests in appropriate forums, presenting and negotiating the best possible outcomes.</p>	<p>Understanding basic methods of resolving basic queries received from the client and address minor problems that might occur; and</p> <p>Advocates complex positions, conclusions and recommendations to supervisors.</p>	<p>Demonstrates competencies from level 1;</p> <p>Displays an understanding of fundamental advocacy and negotiation principles;</p> <p>Applies advocacy and negotiation principles toward achieving client objectives; and</p> <p>Considers the interest of Internal Audit in persuading team members to focus on the successful completion of an audit.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Ascertains the goals and objectives of clients;</p> <p>Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position;</p> <p>Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and</p> <p>Displays creativity in reaching solutions that accomplish client objectives.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Demonstrates a range of advocacy / negotiating skills and strategies; and</p> <p>Applies these skills and strategies to obtain optimal results for clients.</p>
<p>5. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Understands and follows municipality's policies and internal audit policies and the Code of Ethics and Conduct, procedures and IA methodology;</p> <p>Understands the mechanism available in municipality to resolve ethical issues;</p> <p>Understands the independence and objectivity in performing of engagements with proficiency, professional competence and due care;</p> <p>Portrays behaviour of honesty and integrity and ensures confidentiality;</p> <p>Participate in continuous professional development; and</p> <p>Understands and actively ensures compliance to the</p>	<p>Demonstrates competencies from level 1;</p> <p>Identifies and evaluates risks involved in alternative courses of action; and</p> <p>Recommends appropriate course of action to senior auditors / management.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Recognises potential conflicts of interest under applicable professional standards;</p> <p>Identifies other contentious issues and resolves these;</p> <p>Makes preliminary decisions and recommendations on difficult ethical issues;</p> <p>Recommends a course of action based upon evaluation of relevant facts, issues and risks; and</p> <p>Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.</p>	<p>Demonstrates and apply competencies from level 1 to 3;</p> <p>Properly resolves ethical, business and issue conflicts;</p> <p>Evaluates relevant facts, issues and risks;</p> <p>Distinguishes among various options;</p> <p>Monitors and takes corrective actions / report where applicable;</p> <p>Prepares and executes effective strategies to achieve desired objectives taking into account relative risks; and</p> <p>Invests in continuous professional development.</p>

	rules of conduct as per the Internal Audit Code of Ethics.			
6. Organisational Awareness The ability to understand the municipality's objectives, and the impact of decisions on the public and the functioning of the various directorates.	Understands the Internal Audit department functions; Basic knowledge about the municipality; Basic industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Aware of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly audit plans and individual audits with municipal goals and objectives; Knowledge of the municipality's functional directorates and understands integration across these; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality's sector specific goals and priorities; Knowledge of the municipality's functional directorates and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
FUNCTIONAL COMPETENCIES				
1. Internal Auditing Ability to evaluate the effectiveness of risk management, governance and internal control processes.	Contributes to the conduct of an audit assignment; Obtains background information and documents and scrutinises for consideration in line with audit scope and objectives; Documents the system description using symbols, flowcharts, checklists, etc.; Raises exceptions identified and confirmed during the preliminary;	Demonstrates competencies from level 1; Plans each assigned project with team members; Participates in defining the scope and audit objectives and completion of the preliminary risk assessment; Compiles system descriptions and internal control questionnaires in accordance with IA Methodology; Develops the audit program;	Demonstrates competencies from levels 1 and 2; Allocates individual budgeted hours and time frames to the assigned resources; Determines, in consultation with the project manager, the scope and objectives of the engagement, as well as any exclusion; Engages with the client by holding an opening meeting and identify further risks, concerns and business needs;	Demonstrates competencies from levels 1 to 3; Appropriate available resources on audit project assignments as per the operational coverage plan; Engages with the client and identify further risks and business needs; Agrees on the scope and objectives of the project which is to be included in the planning of the project;

	<p>Implements coaching notes timeously and adequately;</p> <p>Documents analytical procedures and uses electronic auditing techniques;</p> <p>Records audit information in line with the prescribed methodology and QA guidelines;</p> <p>Conforms to prescribed standards as well as approved directorate and corporate policies; and</p> <p>Reflects conduct as stipulated in the Internal Audit Charter and Code of Ethics.</p>	<p>Ensures that audit work is in compliance with the norms and Standards of Internal Auditing and other standards set by IA;</p> <p>Timely complete own Performance Appraisal on each project;</p> <p>Keeps personal timesheet up to date and submit monthly to the project manager for approval;</p> <p>Performs follow up reviews on progress made on corrective actions taken by client management to correct reported deficiencies and report thereon to the project manager;</p> <p>Prepares working papers to substantiate the audit work performed on the assigned project;</p> <p>Assesses the system of internal controls and identify possible weaknesses that do not mitigate the risks to report on;</p> <p>Prepares finding and recommendations on the identified weaknesses on all projects for approval by the project manager;</p> <p>Discusses findings and recommendations with client, agree thereon with the client and obtain an action plan from the client;</p>	<p>Agrees with the client on the scope and objectives of the project which is to be included in the planning of the project;</p> <p>Identifies all the risks related to the project in a risk analysis and determine appropriate testing to be performed;</p> <p>Leads the programme of the work ensuring that established deadlines and budgeted hours on each project are met;</p> <p>Holds regular meetings with clients on each project to inform the clients on the progress of the audit or problems encountered;</p> <p>Ensures that audit work is in compliance with the norms and of Internal Auditing and other standards set by IA;</p> <p>Timely complete own;</p> <p>Prepares draft audit project reports on findings complete with management comments for review by the project manager based on the results of the various audit engagements;</p> <p>Obtains approval of the final report and submit report to the client;</p> <p>Ensures that, where necessary, proper benchmarking of process, control and governance activities is performed;</p>	<p>Reviews and approves generated project work programmes that are based on the risk analysis of the relevant project;</p> <p>Reviews findings and recommendations on all projects for discussion and agreement with clients and inclusion in the audit reports;</p> <p>Monitors the programme of the work against established deadlines and budgeted hours on each project;</p> <p>Prepares audit project reports for review by the Manager IA / Senior Audit Manager related to the results of the various audit engagements;</p> <p>Monitors timely completion of Performance Appraisals by team members of each project; and</p> <p>Monitors of progress made on corrective actions taken by client management to correct reported deficiencies and report thereon to the Manager IA / Senior Audit Manager for reporting to the Chief Audit Executive, if not satisfactory.</p>
--	--	--	--	--

		<p>Clear coaching notes raised on all project files and electronic working papers within the requested timeframes;</p> <p>Ensures that audit work and evidence are properly documented within the IA Audit Management System as per the IA methodologies, to substantiate the contents of the audit report;</p> <p>Ensures that, where necessary, proper benchmarking of process, control and governance activities is performed;</p> <p>Obtains comments from the client related to the client satisfaction questionnaire; and</p> <p>Provides accurate and regular feedback to project leader and project manager on audit activities of the assigned projects.</p>	<p>Ensures that audit work performed receives positive satisfaction ratings from clients, Audit Committee and reliance by the Auditor General; and</p> <p>Provides accurate and regular feedback to team members and project manager on audit activities of the assigned projects.</p>	
<p>2. Engagement Management</p> <p>Ability to plan, co-ordinate and control the tasks of self and others to deliver on engagements to the required specification and within budget and schedule.</p>	<p>Manages basic engagements to the agreed standards;</p> <p>Able to complete engagements within internal audit budget time;</p> <p>Prioritises activities effectively to ensure that tasks are completed within Audit schedules;</p> <p>Executes the audit programme as per the audit methodology / standards;</p>	<p>Demonstrates competencies from level 1;</p> <p>Manages resources to achieve the engagement objectives;</p> <p>Adheres to project plan for audit engagements;</p> <p>Documents the results of the audit steps properly or reviews the adequacy thereof;</p> <p>Provides / ensures sufficient and reliable evidence to support proposed conclusions;</p>	<p>Demonstrates competencies from previous level 1 and 2;</p> <p>Manages multiple engagements to agreed standards;</p> <p>Manages engagements that are multi-disciplinary;</p> <p>Prioritises multiple resources to meet competing deadlines as per the set standards;</p> <p>Translates objectives into specific plans;</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Reviews the appropriateness of root cause, criteria and effect for each exception raised;</p> <p>Ensures that recommendations are practical and address root causes; and</p> <p>Identifies control procedures to ensure key risks are controlled and monitored.</p>

	<p>Utilises an approved audit tools and techniques;</p> <p>Interprets and analyses information to come to an appropriate audit conclusion of the tests conducted;</p> <p>Scrutinises all documents and critically evaluates information in terms of reliability, validity, completeness, accuracy and timelines;</p> <p>Compiles adequate and concise working papers with appropriately cross referencing to the audit supporting documentation;</p> <p>Raises exceptions which are adequately supported with reliable evidence;</p> <p>Identifies all exceptions based on audit tests Performed;</p> <p>Provides an appropriate root cause, criteria and effect for each exception raised;</p> <p>Proposes practical recommendations that addresses root causes;</p> <p>Actions and addresses all coaching notes; and</p> <p>Records audit information on applicable audit tool in line with the prescribed methodology and Quality Assurance guidelines.</p>	<p>Conducts fieldwork is conducted in a competent and professional manner;</p> <p>Documents or reviews audit step conclusions addressing the audit step objectives;</p> <p>Raises exceptions which are adequately supported with reliable evidence or reviews the adequacy thereof;</p> <p>Identifies and raises all exceptions based on testing performed or ensures the identification thereof; and</p> <p>Reflects conduct as stipulated in the Audit Charter and IIA Code of Ethics.</p>	<p>Interviews senior management to identify potential engagements;</p> <p>Reviews the adequacy of the audit step results documented;</p> <p>Reviews the sufficiency and reliability of evidence supporting proposed conclusions;</p> <p>Reviews the adequacy of working papers complete and cross referencing to supporting documentation;</p> <p>Reviews adequacy and professionalism of fieldwork conducted;</p> <p>Reviews audit step conclusions to ensure they address the audit step objectives per the Audit plan;</p> <p>Review exceptions raised to ensure they are adequately supported with reliable evidence; and</p> <p>Ensures all exceptions were identified and raised based on testing performed.</p>	
<p>3. Information Management</p> <p>The gathering and analysis of data and the management thereof</p>	<p>Obtains / extracts data into specific applications, computerised or manual in line with audit scope and</p>	<p>Demonstrates competencies from level 1;</p> <p>Able to conduct analysis of data by accessing and</p>	<p>Demonstrates competencies from level 1 and 2; and</p> <p>Able to draw conclusions per the IA methodology.</p>	<p>Demonstrates competencies from level 1 to 3;</p>

utilising various techniques to best explain the results of the audit process.	objectives, to ensure relevance of data; Uses the appropriate audit tools to analyse data; and Checks data as it is entered for obvious errors.	interpreting standardised reports; Verifies reports to be correct as per the audit methodology; and Evaluates and reports on findings using spreadsheets and databases.		Able to analyse complex audit outcome per the audit methodology; Evaluates procedures, analyse information and provide conclusions; and Draft Reports on the results obtained and manage the associated information.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the City.	Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately.	Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions.	Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others convinces others of his / her ideas without suppressing their views; Acknowledges merits in others arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Responds to questions with accurate and complete answers; Adapts communication content and style according to the audience including	Demonstrates competencies from level 1; Develops well defined communication strategy; Understands the audience and is able to use appropriate medium to convey or engage target audiences;	Demonstrates competencies from level 1 and 2; Able to read situations and interest positions and to respond appropriately; and Uses language and style to capture the attention of the audience.	Demonstrates competencies from level 1 to 3; and Communicates with various stakeholders without compromising the integrity of the municipality.

	<p>managing body language effectively;</p> <p>Delivers messages in a manner that gains support, commitment and agreement. Communicates effectively with people at all levels within the City; and</p> <p>Listens well and is receptive and encourages participation and mutual understanding.</p>	<p>Communicates controversial, sensitive messages to stakeholders tactfully;</p> <p>Balances political views with organizational needs when communicating differing viewpoints on complex issues; and</p> <p>Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way.</p>		
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Displays commitment to excellence; and</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Professional in interaction with general public and stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2; and</p> <p>Is aware of community needs and expectations and understands the processes for integrating these into the City's plans.</p>	<p>Demonstrates competencies from level 1 to 3; and</p> <p>Establishes a collaborative relationship with stakeholders.</p>
<p>4. Customer Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Displays a customer focus;</p> <p>Is reliable and delivers on time;</p> <p>Establishes rapport with customers; and</p> <p>Responds to client needs timeously.</p>	<p>Demonstrates competencies from level 1;</p> <p>Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction;</p> <p>Takes personal responsibility for providing excellent service quality;</p> <p>Corrects problems promptly, without being defensive; and</p> <p>Supports others to take personal responsibility to</p>	<p>Understands the client's issues</p> <p>Demonstrates competencies from level 1 and 2;</p> <p>Seeks information about their current and future requirements;</p> <p>Takes specific and sustained action to implement the client service vision;</p> <p>Implements client satisfaction feedback to ensure provision of quality service; and</p> <p>Sets the climate and creates a culture to attain client focused</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Demonstrates personal commitment to the client service vision through own actions and attitudes; and</p> <p>Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.</p>

		deliver excellent customer service.	outcomes (i.e. performance management, resource allocation etc.).	
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take part in new projects / assignments; Is a self-starter; Drives to meet deadlines and motivates others to do the same; and Creates and action oriented culture that supports.	Demonstrates competencies from level 1; Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3; Holds staff accountable for their department's performance and institutes appropriate interventions; Sets challenging goals for the Directorate; and Motivates staff to do things better.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from level 1 to 3; and Proactively searches and effectively manages situations detected in the immediate environment that impact self and others.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; and Open to new ideas and ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; Recognises when change is necessary, develops a change implementation strategy; Remains alert to the need for change before the need manifests in the external or internal environment; and

				Seeks to influence changing events.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Ability to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks on-going support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.
Management / Leadership				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the	Demonstrates competencies from level 1 and 2; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary;	Demonstrates competencies from level 1 to 3; Persuades political heads to adopt and implement results / outcomes of project; Gains support by capitalizing on understanding of political forces affecting the organization; and Able to make unpopular decisions if it is in the best interests of the organisation.

		interactions within a group to move towards a specific agenda.	Is called upon to mediate conflicts and disagreements; and Shows strength of character maintaining performance under duress and pressure - demonstrates calm around adversity.	
2. Team Orientation The ability to inspire a positive attitude in others and be able to influence others effectively.	Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the City and looks for ways to cooperate and integrate; and Works effectively with people from other organisations / departments and manage in a competitive environment.	Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments. Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self confidence; Recognises the need for and provides individuals with	Demonstrates competencies from level 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and	Demonstrates competencies from level 1 to 3; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; and Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning.

		<p>guidance on how to handle new or difficult situations; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages self-reliance and allows staff to make and learn from mistakes.</p>	Actively involved in the retention and development of talent within the organisation.	
<p>4. Strategic Capability / Leadership or Direction Setting</p> <p>Determines and articulates the vision, sets the direction for the organisation and / or unit and inspires others to deliver on the organisational mandate.</p>	<p>Achieves strategic objectives against specified performance measures; and Defines roles and responsibilities for project team members and clearly communicates expectations.</p>	<p>Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates and coaches project teams to achieve highest project results; Seeks mutual benefit / win-win outcomes for all concerned; Inspires staff with own behaviour – “walks the talk”; and Complies with statutory requirements and apply policies consistently.</p>	<p>Demonstrates competencies from level 1 and 2; Provides advice and guidance on policies; Acts decisively having assessed the risks; Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; Initiates and manages change in pursuit of strategic objectives; and Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader organisational goals.</p>	<p>Demonstrates competencies from level 1 to 3; Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; and Monitors policy implementation and puts in place procedures to manage risks.</p>

INVESTIGATORS (OMBUDSMAN) COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Assistant Investigator	Investigator	Senior Investigator	Manager: Complaints and Investigations	Senior Manager: Complaints and Investigations Ombudsman
KNOWLEDGE AND SCOPE OF WORK	<p>Knowledge of the preparation of work plans for the investigator/s on the investigation objectives of a specific complaint in line with agreed Service Level Agreements and the Ombudsman mandate;</p> <p>Can do follow ups on actions taken by city's management and report deficiencies to the Investigator; and</p> <p>Operates under supervision.</p>	<p>Provides preparation of work plan for the investigator/s on the investigation objectives of a specific complaint in line with agreed Service Level Agreements and the Ombudsman mandate;</p> <p>Perform follow ups on actions taken by city's management and report deficiencies to the Senior Investigator;</p> <p>Draft investigation reports and</p>	<p>Performs complex administrative functions which require specialised knowledge;</p> <p>Knowledge of the local government legislations, systems, processes and programmes;</p> <p>Achieve investigation of complaints objectives through quality reviews, investigations and reporting;</p> <p>Perform fact gathering and analysis in a thorough, accurate and organized manner; and</p>	<p>Interpret and understand complex service delivery issues and the compilation of effective Complaints and Investigations plans;</p> <p>Understanding of the local government law and the management of legal and litigation processes to minimise potential legal risk;</p> <p>Knowledge of Constitution, Investigation and Conducting High Level Investigations;</p> <p>Knowledge of general management principles</p>	<p>Comprehensive understanding of the local government law and the management of legal and litigation processes to minimise potential legal risk;</p> <p>Exercise functional supervision over Senior Managers through delegation of authorities; and</p> <p>Managing change, managing people, managing resources, managing interfaces, achieving results, managing relationships</p>

		communicate factual findings; Operates under limited supervision.	Operates under limited supervision.	and ability to lead and improve service delivery; and Supervises Investigators and administrative staff.	and managing self as a leader.
EXPERIENCE	1 year relevant experience in a complaints/customer service environment	2 - 3 years' relevant experience in a municipal environment.	5 - 8 years' experience in a municipal environment	8 years of more relevant experience in a junior/middle management position related to complaints/investigation within a private/public sector organisation or in Local Government.	10 years' relevant experience or more in a senior/ executive management position leading a Legal/Law unit within a public sector organisation or in Local Government.
QUALIFICATION	Grade 12	A relevant tertiary qualification preferably a national diploma / diploma in Law or Public Management.	A relevant tertiary qualification preferably BA Law or a relevant Degree.	A relevant tertiary qualification preferably an LLB or relevant post graduate qualification.	A relevant tertiary qualification preferably a B-Degree plus a Post Graduate qualification in law (LLB); Admission as an attorney or advocate to the bar is an advantage; and Proven track record of providing accurate and effective legal counsel.

COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
CORE PROFESSIONAL COMPETENCIES					
1. Written Communication The ability to communicate in writing as appropriate to specific audiences	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication.	Demonstrates competencies from level 1; Effectively communicates in writing in a manner that requires minimal modification; Prepares clear and concise documents; and Proof reads documents with close attention to detail.	Demonstrates competencies from level 1 and 2; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication.	Demonstrates competencies from levels 1 to 3; and Prepares considered, high quality written communications which may include: letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisation.	Demonstrates competencies from level 1 to 4; Prepares considered, high quality reports for decision-making within the organisation; and Takes supervisory responsibility for reviewing and editing less experienced investigators' and subordinates work.
2. Oral Communication The ability to articulate a message in an understandable and convincing manner	Effectively responds verbally to clients; Articulates messages clearly and concisely; and Ensures professional interaction and communication with clients.	Demonstrates competencies from level 1; Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions to avoid misunderstandings.	Demonstrates competencies from level 1 and 2; and Is understood by others, pointing out specific issues or considerations to be considered.	Demonstrates competencies from levels 1 to 3; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from level 1 to 4; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.

3. Business Processes Ability to engage with systems or component processes and make continuous improvements	Follows laid-down procedures diligently; and Identifies elements in a process that may create bottlenecks and blockages and informs supervisor.	Demonstrates competencies from level 1; and Identifies new and alternative approaches to performing business activities.	Demonstrates competencies from level 1 and 2; Modifies and arranges elements in a process to improve it on an ongoing basis; and Makes recommendations on improvements to a process or system.	Demonstrates competencies from levels 1 to 3; Understands entire process with a view to ongoing improvement; and Designs processes to address specific issues with input and approval from supervisor / colleagues.	Demonstrates competencies from level 1 to 4; Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness; and Ensures that changes are implemented and properly communicated.
4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options	Makes a positive impact and displays a level of confidence; Sells the benefits of the decision or situation to others; Backs up debates with facts; and Uses logic and reason to persuade and influence others.	Demonstrates competencies from level 1; Demands respect from peers and superiors; and Confidently interacts with various clients / stakeholders daily.	Demonstrates competencies from level 1 and 2; Gives options for client / stakeholders' actions from a range of actions available; and Follows through on option selected by a client / stakeholder.	Demonstrates competencies from levels 1 to 3; Ascertains a range of options for client / stakeholder action; Gives options and recommendation of preferred option to client / stakeholder; Provides reasons for preferred option; and Follows through on final decision.	Demonstrates competencies from level 1 to 4; Identifies preferred solution with potential consequences; Decides on best option within risk profile; Creates understanding with client / stakeholder/groups as to best option; and Executes option and accepts consequences and accountability.

5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.	Follows laid down procedures as prescribed in policy / standard operating procedures; Brings potential issues of conflict to the attention of the supervisor; Conducts self in accordance with organisational values; Takes responsibility for own actions; Seeks assistance from others when the need arises; and Aware of resources available to resolve ethical issues.	Demonstrates competencies from level 1; Is alert to potential conflicts of interest and follows procedures to deal with these; and Consults seniors for clarification and guidance before acting on ethical issues.	Demonstrates competencies from level 1 and 2; Identifies and evaluates risks involved in alternative courses of action; Able to identify risks involved in alternative courses of action; and Recommends appropriate course of action to supervisor.	Demonstrates competencies from levels 1 to 3; Is able to identify potential conflicts of interest in terms of regulatory and policy frameworks; Identifies contentious issues and resolves these with clients; Fosters a culture of ethical behaviour by example; Makes preliminary finding and recommends on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and In making a recommendation can demonstrate how that recommendation will achieve desired objectives.	Demonstrates competencies from level 1 to 4; Evaluates relevant facts, issues and risks; Distinguishes among various options; Resolves ethical and potential conflict of interest issues to conclusion considering associated risks; and Upholds good and ethical conduct.
6. Organisational Awareness The ability to understand the Municipality's objectives, and the	Understands how a business unit functions; Basic knowledge about the municipality; and	Demonstrates competencies from level 1; Understands how a business unit functions;	Demonstrates competencies from level 1 and 2; Understands and can communicate the	Demonstrates competencies from levels 1 to 3; Contributes to shaping the departmental specific goals and priorities;	Demonstrates competencies from level 1 to 4; Contributes to shaping the Department / Directorate /

impact of decisions on the community and the functioning of the department.	Basic knowledge of the local government environment.	Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Aware of the issues impacting service delivery.	municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to local government within specific functional area; and Knowledge of the issues impacting service delivery.	Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	Municipality's sector specific goals and priorities; Contributes to shaping the Department / Directorate / Municipality's policies and procedures; Demonstrate knowledge of relevant municipal legislation; and In-depth knowledge of the Department / Directorate / Municipality's challenges in delivering municipal services.
7. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.	Identifies simple problems within a set process; Alerts supervisor of problems within a set process; and Solves problems of a basic nature.	Demonstrates competencies from level 1; Demonstrate an ability to recognise and solve problems within a familiar well defined context; and Able to use own knowledge to select and apply known solutions to well defined routine problems.	Demonstrates competencies from level 1 to 2; Identifies problems in processes; and Refers problems to supervisor for resolution but offers alternatives or recommendations.	Demonstrates competencies from levels 1 to 3; Breaks problems into component parts; Understands to whom to refer problematic elements; Gets input from team / colleagues as to possible solutions; Develops alternative solutions and refers to supervisor for approval; and	Demonstrates competencies from levels 1 to 4; Conceptualises possible solutions to problems; Weighs each solution against best-practice criteria; Establishes and executes plans to solve problems engaging others as necessary; and

				Follows up on resolution.	Ensures implementation and buy-in to the solution.
8. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks daily according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Translates project objectives into specific plans; Plans tasks daily according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from level 1 to 2; Coordinates and translates project objectives into specific plans; and Sets short term and long-term project plans and cascades it to the work team and individual performance team.	Demonstrates competencies from levels 1 to 3; Plans tasks on a weekly basis; Prioritises tasks on a daily basis according to an assessment of schedule of activities; Executes or delegates tasks to appropriate individuals; Conceptualises options for implementation; and Identifies and allocates resources and develops contingency plans.	Demonstrates competencies from level 1 to 4; Plans tasks monthly for self and others; Prepares delegated plans for others on a weekly basis; Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input; Develops partnership agreements that ensure win-win outcomes for all; and Projects and forecasts short medium and long term needs for the Municipality.
9. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed	Gathers data for processing and analysing; Able to conduct basic analysis by following the relevant standards and procedures to do so.	Demonstrates competencies from level 1; Enters data into specific applications, computerised or manual according to set procedures; and	Demonstrates competencies from level 1 to 2; and Able to conduct basic analysis of data.	Demonstrates competencies from levels 1 to 3; and Able to analyse data using the applicable computerised software.	Demonstrates competencies from level 1 to 4; Able to analyse complex data through the creation of spreadsheets and databases; and Able to summarise conclusions to analysis

		Checks data as it is entered for obvious errors.			to make meaningful decisions.
10. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; and Ensures all details of a task are accomplished.	Demonstrates competencies from level 1 to 2; Conducts quality check of work of subordinates for errors and omissions before submission; and Checks against standards and regulations.	Demonstrates competencies from levels 1 to 3; Maintains a project checklist covering all detail which might be omitted; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from level 1 to 4; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.
FUNCTIONAL COMPETENCIES					
1. Investigation of Complaints The ability to effectively execute investigations in support of complaints received	Assist in investigations; and Contributes to the compilation of reports.	Demonstrates competencies from level 1; Carry out investigations of complaints cases from customers; and Perform fact gathering and analysis in a thorough, accurate and organized manner.	Demonstrates competencies from level 1 to 2; Supervises the Investigate cases from customers; Executes work programmes for complaints investigative cases; and Investigates to ensure objectives are factual and reports are produced.	Demonstrates competencies from levels 1 to 3; Conducts investigation activities and programs relating to customers in able to conform to applicable legislations, codes, regulations and policies; and Performs special investigations or projects as assigned.	Demonstrates competencies from level 1 to 4; Manages strategic planning, directing, organising, coordinating and evaluating of the overall activities of the Office of the Ombudsman's Complaints and Investigations Unit; Develops and implements policies and procedures related

					to a wide range of investigations; and Develops methods and techniques used for conducting a wide range of investigations.
2. Monitoring and Evaluation The ability to monitor and evaluate the investigations and actions taken.	Collects and documents actions and decisions taken in order for information to be factual.	Demonstrates competencies from level 1; and Performs follow ups on actions taken by management and report deficiencies to the Investigator.	Demonstrates competencies from level 1 to 2; and Conducts investigations based on predefined Service Level Agreements.	Demonstrates competencies from levels 1 to 3; and Achieves investigation of complaints objectives through quality reviews, investigations and reporting.	Demonstrates competencies from level 1 to 4; and Reviews, monitors and approves investigative reports used for the evaluation of cases; and Reviews investigations conducted by the Complaints and Investigation team for accuracy, comprehensiveness and adherence to policy, when required.
3. Technical Report Writing The ability to produce accurate and concise technical reports in support of the investigations and findings	Gathers and complies information for investigation reports; and Checks data for errors.	Demonstrates competencies from level 1; and Draft investigation reports and effectively communicate factual findings.	Demonstrates competencies from level 1 to 2; and Able to compile reports in the relevant format and recommendations for the Ombudsman.	Demonstrates competencies from levels 1 to 3; and Ensures investigation of complaints through quality reviews, investigations and special reporting.	Demonstrates competencies from level 1 to 4; and Prepares legal documents, reports and correspondence related to the progress and findings of investigations.

PUBLIC SERVICE ORIENTATION COMPETENCIES					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to all people at all levels at the organisation and public; and Shows confidence and engagement with internal and external stakeholders.	Demonstrates competencies from level 1 to 2; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 to 3; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 4; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and municipality interface and function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others	Demonstrates effective oral and written communication; Communicates effectively with colleagues and clients; Uses correct spelling, punctuation and grammar; and Listens carefully to understand.	Demonstrates competencies from level 1; Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation;	Demonstrates competencies from level 1 to 2; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from levels 1 to 3; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative view points; Organises discussions in logical manner; and	Demonstrates competencies from level 1 to 4; Develops communications geared for various audiences; Ability to read situations and interest positions and to respond appropriately; Communicates sensitive or

		<p>Uses appropriate language and avoids the use of jargon;</p> <p>Ensures that communication has clear purpose;</p> <p>Ensures that communication is factual, accurate and provided on time;</p> <p>Communicates information in an interesting way;</p> <p>Pays attention and shows interest in what others are saying; and</p> <p>Asks questions to clarify issues</p>		<p>Responds to questions with accurate and complete answers.</p>	<p>controversial information effectively;</p> <p>Communicates effectively at senior levels;</p> <p>Handles sensitive one-on-one discussions effectively; and</p> <p>Uses language and style to capture the attention of the audience.</p>
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals</p>	<p>Committed to excellence; and</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Professional in interaction with public and stakeholders.</p>	<p>Demonstrates competencies from level 1 to 2; and</p> <p>Considers the broader public and stakeholder interest and ensure customer centric approach to service delivery.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Understands and articulates community needs; and</p> <p>Manages community expectations within financial, technical and capacity constraints.</p>	<p>Demonstrates competencies from level 1 to 4;</p> <p>Establishes a collaborative relationship with the community; and</p> <p>Speaks effectively on service delivery matters as required.</p>

4. Client Orientation and Customer Focus <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations within area of work; and Takes personal responsibility for providing excellent service quality.</p>	<p>Demonstrates competencies from level 1; Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; and Addresses less complicated problems promptly, without being defensive</p>	<p>Demonstrates competencies from level 1 to 2; Understands the client's issues and seeks information about their current and future requirements; Supports others to take personal responsibility to deliver excellent customer service; and Monitors client satisfaction.</p>	<p>Demonstrates competencies from levels 1 to 3; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc).</p>	<p>Demonstrates competencies from level 1 to 4; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent the client service vision.</p>
PERSONAL COMPETENCIES					
1. Action and outcome orientation <p>The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.</p>	<p>Shows enthusiasm to gaining knowledge and insight on projects; Willing to take on new challenges; Demonstrates a sense of self-motivation; Requests clarification when needed.</p>	<p>Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.</p>	<p>Demonstrates competencies from level 1 to 2; Proposes innovative ways of achieving desires objectives; Encourages a positive attitude in the work place by championing this behaviour; and Sets measures in place to drive processes to meet deadlines.</p>	<p>Demonstrates competencies from levels 1 to 3; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.</p>	<p>Demonstrates competencies from level 1 to 4; Pushes others to ensure delivery on scorecards; and Drives the process for the completion of projects within time and budget allocations.</p>

<p>2. Resilience</p> <p>The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks</p>	<p>Accepts criticism about performance in stride, while maintaining work standards; and</p> <p>Shows emotional resilience and handles difficult situations effectively.</p>	<p>Demonstrates competencies from level 1;</p> <p>Accepts and provides positive criticism about performance in stride, while maintaining work standards; and</p> <p>Demonstrates the ability to maintain a positive work ethic during times of constraints.</p>	<p>Demonstrates competencies from level 1 to 2;</p> <p>Stays calm and focussed under pressure;</p> <p>Empowers subordinates on how to effectively maintain emotional resilience and handles difficult situations;</p> <p>Responds constructively to adverse situations and has calming influence on others; and</p> <p>Continues to attempt to improve, despite setbacks or other constraints.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Shows emotional resilience and handles difficult situations effectively;</p> <p>Responds constructively to more complex situations and has calming influence on others; and</p> <p>Plans initiates and leads the way forward for the team/subordinates.</p>	<p>Demonstrates competencies from level 1 to 4;</p> <p>Drafts communication to address adverse situations in a manner that has calming influence on others;</p> <p>Proactively searches the environment to detect situations which might cause setbacks or failures;</p> <p>Provides direction for the team in challenging situations.</p>
<p>3. Change readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others</p>	<p>Deals effectively with change;</p> <p>Appears positive and optimistic about change;</p> <p>Embraces the opportunity to do things differently; and</p> <p>Appears flexible and adaptable.</p>	<p>Demonstrates competencies from level 1;</p> <p>Open to new ideas and ways of doing things;</p> <p>Shows a willingness to learn;</p> <p>Copes effectively with change; and</p> <p>Looks for better ways of doing things.</p>	<p>Demonstrates competencies from level 1 to 2;</p> <p>Promotes change as an opportunity rather than a threat; and</p> <p>Champions change by displaying positive behaviour to mobilise the team members towards change.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Assesses the readiness for change and implements the change management strategy accordingly;</p> <p>Able to positively interrogate change; and</p> <p>Ensures opportunities for engagement are created.</p>	<p>Demonstrates competencies from level 1 to 4;</p> <p>Remains alert to the need for change before the need manifests in the external or internal environment;</p> <p>Recognises when change is necessary, develops a change implementation strategy;</p>

					Promotes change in a positive manner; Encourages engagement during times of change; and Seeks to positively influence changing events.
4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Able to gather and interpret information; and Demonstrates attention to detail.	Demonstrates competencies from level 1; Demonstrates analytical reasoning; Applies attention to detail when completing tasks; Works within a relatively structured environment; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 to 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; and Develops creative and unique ideas; and Considers alternatives.	Demonstrates competencies from level 1 to 4; Demonstrates the ability to think innovatively; and Drives practices that support innovation in dealing with problems.
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and	Shows willingness to learn new things and acquire knowledge; Seeks on-going support for own	Demonstrates competencies from level 1; Understands own strengths and weaknesses and acts to close	Demonstrates competencies from level 1 to 2; Remains abreast of changes in the industry; Promotes best practice; and	Demonstrates competencies from levels 1 to 3; Promotes and communicates changes within the industry;	Demonstrates competencies from level 1 to 4; Remains abreast of changes in the industry; and

focus on continuous self-improvement	limitations (e.g. from coach or mentor).	knowledge/skills gap; Learns from experience; Demonstrates the need to establish a network within the industry; and Seeks opportunity to learn from superiors.	Initiates networking initiatives.	Maintains and expands the existing network within the industry; Create learning environments; and Encourages others to learn and share from mistakes and shares experiences.	Is highly networked within the industry.
MANAGEMENT COMPETENCIES					
1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively	Shows confidence in dealing with others; and Is able to back up arguments with facts.	Demonstrates competencies from level 1; Makes positive impact and comes across as confident professional; and Uses logic and reason to persuade and influence others.	Demonstrates competencies from level 1 to 2; Commands respect from peers and managers; and Presents powerful arguments using facts at hand.	Demonstrates competencies from levels 1 to 3; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from level 1 to 4; Motivates and inspires others; Effectively influences senior management and executives; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working	Shows initiative and confidence in dealing with others; Is able to function effectively as a team member; and	Demonstrates competencies from level 1; Cooperates and works well with other team members;	Demonstrates competencies from level 1 to 2; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 to 3; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and	Demonstrates competencies from level 1 to 4; Builds team spirit and cohesion across functional areas;

with others to achieve a shared goal	Shares information and collaborates easily with others.	Actively participates in team activities; and Shows consideration towards others.		Involves and empowers team in setting and achieving goals.	Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals	Displays an interest in the vision and goals of the team; and Demonstrates an alignment of personal goals to that of the team.	Demonstrates competencies from level 1; and Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1 to 2; and Sets out work in a well-planned and organised manner.	Demonstrates competencies from levels 1 to 3; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from level 1 to 4; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
4. Coaching and Mentoring The ability to assess skills, performance, and	Gathers developmental information in order to properly inform others;	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 to 2; Shares knowledge and information of a more	Demonstrates competencies from levels 1 to 3; Has strong subject matter knowledge;	Demonstrates competencies from level 1 to 4; Actively involved in the retention and

potential of subordinates and to encourage their development with the view of optimising their talent.	Confidently requests clarification on tasks and expectations; and Offers assistance willingly.	Shares knowledge and information with peers; and Demonstrates the ability to identify areas of personal development.	complex nature with peers and subordinates; Ensures that peers and subordinates understand the information received; and Able to identify own development needs and suggest interventions to fulfil them.	Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to identify appropriate training interventions; and Able to understand the underlying causes for non-or poor performance and to provide the appropriate support	development of talent within the unit; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.
--	--	--	---	---	---

INFORMATION TECHNOLOGY COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL ICT CAREER STREAM (These are a guideline and therefore not limited.) Data Management Enterprise Architecture ICT Security and Risk ICT Governance ICT Service Management Service Strategy Service Design Service Transition Service Operations Continual Service Improvement Networks & Telecoms Software Engineering and Development Systems Administration System Analysis and Design Web Based Technologies	Assistant ICT Professional Assistant Business analyst Assistant Developer / Programmer Assistant Software Engineer Assistant ERP Analyst Assistant Data Analyst Change Analyst Quality Analyst	ICT Professional Business Analyst ICT Consultant Developer / Programmer Software Engineer System Analyst ERP analyst Data Analyst IT Risk and Security Analyst Electronics/ Electricity Light Current Engineer IT Fault Finding Analyst Senior Change Analyst Senior Quality Analyst	Senior ICT Professional Senior Business Analyst Senior ICT Consultant Senior Developer Programmer Senior System Analyst Senior / Principal ERP Analyst E- Commerce Architect ERP Applications Development Specialist Senior Data Analyst Senior IT Risk and Security Analyst Senior Electronics Engineer Service Delivery Manager Service Desk Manager IT Change Manager IT Service Level Manager	Principal ICT Professional / Head / Lead Business Analyst Team Lead Head: ERP Head: Telecommunications Head Security and Risk Management, Head: Custom Development, Head: Business intelligence and Spatial planning, Infrastructure Principal Developers Programmers Head: Service Management
KNOWLEDGE AND SCOPE OF WORK	Applies basic concepts and knowledge to aspects within the IT discipline. Assists the senior IT professionals with various IT related functions.	Applies a body of specialist IT knowledge to an aspect within the IT discipline and provides specialist advice to clients.	Performs the full range of activities within the IT discipline or functional area; and Could supervise a number of staff and/ mentor other professionals.	As per previous level, plus manages a team of senior professionals; and Technical expert within the IT discipline or functional area.
EXPERIENCE	1 – 2 years relevant experience	2 - 5 years relevant experience	5 - 8 years' relevant experience required of which 2 must be at senior level	8 years or more relevant post qualifying experience covering all aspects of the Information and technology function of which 3 should be at management level

QUALIFICATION	Relevant professional ICT qualification	Relevant professional ICT qualification	Relevant professional ICT qualification	Relevant professional ICT qualification
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Business Communication Demonstrates the ability to involve customers in scoping and implementing solutions to ensure successful outcomes.	Supports internal and external communications process for business change management programmes and projects.	Demonstrates competencies from level 1; Works with business customers to design and issue communications explaining benefits and impacts of business change; Able to assess the suitability and use of a variety of media to deliver communications effectively; and Monitors reception of communications, records feedback and documents and reports lessons learned.	Demonstrates competencies from levels 1 and 2; Designs communications to inform key stakeholders in business change processes; Develops planned timetable of communications for whole life cycle of change programme/project from design to delivery; Works with change managers and business owners to identify options for appropriate messages and suitable delivery mechanisms; Advises on suitability of content and ensures organisation's communications standards are maintained; and Designs and implements feedback processes and ensures that feedback is acted upon.	Demonstrates competencies from level 1 to 3; Leads the identification of communication opportunities and the design and management of influencing and communication strategies; and Develops communications policy for roll-out of IT systems, hardware and software.
2. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the	Understands how the Information System and Technology Department functions;	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals;	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities;	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality's and

service delivery objectives and challenges.	Basic knowledge about the municipality/metro; Basic industry knowledge; Knowledge of the municipality's/metro's priorities and goals; Operates within the municipality's/metro's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Awareness of the issues impacting service delivery.	In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Aligns annual/quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes HR related information toward addressing the municipality's service delivery challenges.	local government specific goals and priorities; Knowledge of the municipality's functional directorates/ departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
3. Consulting The ability to understand stakeholder needs and dynamics and to build capacity within the target audience through the ability to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Able to identify internal and external stakeholders relevant to projects; Shows confidence in engaging with internal and external stakeholders; Communicates effectively; and Accurately captures details of meetings and proceedings for formal record.	Demonstrates competencies from level 1; Responds to questions with accurate and complete answers; Understands stakeholder decision making structures and processes and designs consultation forums accordingly; Displays thorough knowledge of subject matter and is able to communicate at various levels; Is well organised and ensures that all logistics associated with the consultation process are addressed; and Listens well and is receptive and encourages participation and mutual understanding.	Demonstrates competencies from level 1 and 2; Adapts communication content and style and body language according to the audience; Delivers messages in a manner that gains support, commitment and agreement; Communicates controversial, sensitive messages to stakeholders tactfully; Able to read situations, understand interests, positions taken and to respond appropriately; and Able to secure, manage and design large scale interventions.	Demonstrates competencies from level 1 to 3; Balances political, personal and societal views with municipality's needs when communicating differing viewpoints on complex issues; Displays thorough understanding of subject matter, risks, stakeholder dynamics and consultation processes and methodologies; Uses language and style to capture the attention of the audience; and

				Capable of effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.
4. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures to achieve the tasks, functions, results of the work unit.	Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and Measures progress and monitors performance and results.	Demonstrates competencies from level 1; Sets short term and longer-term project plans and cascades it to the work team and individual performance objectives; Conceptualizes options; Identifies and allocates resources; Develops contingency plans for potential problems; and Sets goals and objectives relevant to the function and focuses on the customers' needs.	Demonstrates competencies from levels 1 and 2; Develops integrated plans for the work unit and that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results; Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Develops scenarios on projects; and Assists others to plan and organise their work.	Demonstrates competencies from levels 1 to 3; Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; Develops partnership agreements that ensures win – win outcomes for all parties; and Projects and forecasts short, medium and long term needs for the municipality.
5. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information;	Demonstrates competencies from level 1; Reviews progress and shares information and gets feedback on results from those directly involved; Can get more things done whilst using fewer resources to achieve this;	Demonstrates competencies from levels 1 and 2; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked;	Demonstrates competencies from levels 1 to 3; and Establishes a system to follow up on projects / tasks/ assignments.

	Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and Delivers activities and plans as scheduled.	Notifies errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.	
6. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Shows confidence in engaging with internal and external stakeholders; Communicates effectively; Shows consideration when working with others; Accurately captures detail of meetings and proceedings for formal record; Is able to analyse and apply the terms of agreements; and Shows high levels of integrity and confidentiality in dealing with sensitive information.	Demonstrates competencies from level 1; Establishes clear mandate for negotiations; Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation; Understands negotiation methodology and processes; Negotiates objectively and focuses interaction on the relevant issues; and Builds common ground by pointing out areas of agreement, focuses efforts by pointing out areas of disagreement.	Demonstrates competencies from levels 1 and 2; Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process; Wins concessions without damaging relationships; Can be direct, but still maintains a high degree of diplomacy and politeness; Stays focussed on resolving the deadlocks and avoids personal issues and attacks; Presents and seeks practical, fair and equitable solutions or positive course of action; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.	Demonstrates competencies from levels 1 to 3; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.

<p>7. Oral Communication</p> <p>The ability to articulate complex concepts in an understandable, convincing manner.</p>	<p>Effectively responds verbally to clients; Articulates messages clearly and concisely; and Ensures professional interaction and communication with clients.</p>	<p>Demonstrates competencies from level 1; Effectively and appropriately advocates positions orally within municipality as per the generally accepted information systems and technology practice; and Demonstrates competence to communicate effectively with clients.</p>	<p>Demonstrates competencies from level 1 and 2; Demonstrates effective oral presentation skills; and Provide guidance to the team on goals and objectives of the function.</p>	<p>Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriately communicate on complex and sensitive matters within the municipality; and Complete presentations to management and clients.</p>
<p>8. Written Communication</p> <p>Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p>	<p>Effectively communicates in writing in a manner that requires minimal modification; Produce electronic presentations; Prepares clear and concise documents /working papers as and when needed; and Proof reads documents with close attention to detail.</p>	<p>Demonstrates competencies from level 1; Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines. Communicates with role-players on their roles and responsibilities. Possesses good report writing skills. Displays numerical, alphabetical and written accuracy.</p>	<p>Demonstrates competencies from level 1 and 2; Prepares documents in accordance with approved methodology, format and standards; Adequately review, analyse and quality control; Accurately report back on approved templates reporting information required with regards to financial processes; and Escalates/ clearly communicates to the next level and is actioned and supported with valid reasoning if and when required.</p>	<p>Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and Prepares and/or Review reports to committees, ensuring clear and concise communication to appropriate parties.</p>

FUNCTIONAL COMPETENCIES				
1. Information Strategy Ability to develop strategies for the management and storage of electronic content	Able to interpret the information strategy; and Able to interpret and execute an implementation action plan.	Demonstrates competencies from level 1; Able to analyse information structure (including logical analysis of data and meta-data); Takes overall responsibility for compliance with regulations, standards and codes of good practice relating to information and documentation, records management, information assurance and data protection; and Able to interpret and execute an implementation action plan.	Demonstrates competencies from levels 1 and 2; Takes overall responsibility for management of information, as a fundamental business resource, to ensure that the information needs of the organisation are met; and Able to draft an implementation action plan.	Demonstrates competencies from levels 1 to 3; Sets policies for the sourcing and maintenance of data content; Develops and promotes the strategy and policies covering the design of information structures and taxonomies; and Ensures that an implementation action plan is reviewed and aligned to the business strategy and approved
2. Advice and Guidance Ability to provide advice and guidance on specific aspects of IT.	Provides advice and assistance on basic areas associated with the effective use of information systems and their environment.	Demonstrates competencies from level 1; and Provides advice and assistance in any area associated with the planning, procurement, provision, delivery, management, maintenance or effective use of information systems and their environment.	Demonstrates competencies from levels 1 and 2; and Manages and provides expert advice on a specified technical specialism such as a specific technology, technique, method, product or application area.	Demonstrates competencies from level 1 to 3; and Provides leadership on all aspects associated with ICT.
3. Business and IS&T Planning Develops plans around security, information assurance and the innovative implementation of strategic information systems.	Ensures compliance of information systems through information security.	Demonstrates competencies from level 1; Ensures protection of systems and information in storage, processing or transit (assurance of information); and Able to complete research for the advancement of knowledge in one or more fields of information	Demonstrates competencies from levels 1 and 2; and Able to, and capable of, recognising and exploiting business opportunities provided by IT through innovation.	Demonstrates competencies from level 1 to 3; Leads the strategic application of information systems through the development or review of IT strategy to support business goals and the

		technology by innovation, experimentation, evaluation and dissemination, carried out in pursuit of a predetermined set of research goals.		development of plans to drive and manage that strategy; and Plans and implements organization-wide processes and procedures for the management of operational risk.
4. Technical Strategy and Planning Demonstrates an ability to develop technical strategy for the organisation and to plan the rollout of appropriate systems.	Ensures that information systems take account of relevant architectures, strategies, policies, standards and practices; Ensures that existing and planned systems and IT infrastructure remain compatible; and Provides assistance on all technical aspects of the development or modification of information systems.	Demonstrates competencies from level 1; Able to complete enterprise and systems architecture – specification of systems architectures, identifying the components needed to meet the present and future requirements of the business and interrelationships between these components; and Provides direction and guidance on all technical aspects of the development or modification of information systems.	Demonstrates competencies from levels 1 and 2; Able to complete emerging technology monitoring – identification of new and emerging hardware, software and communication technologies, products, methods and techniques; and Assesses the potential value to the organisation of the above.	Demonstrates competencies from level 1 to 3; Able to complete business continuity management – provision of service continuity planning and support; Able to manage software development process improvement – provision of advice, assistance and leadership in improving the quality of software development; Facilitates improvements by changing approach and working practices; Able to complete network planning – creation and maintenance of overall network plans encompassing the communication of data,

				voice, text and image in support of the municipality's business strategy; and Able to manage methods and tools – ensuring that appropriate methods and tools for the planning, development, operation, management and maintenance of systems are adopted and used effectively throughout the organization.
5. Business Change Management Demonstrates sensitivity to change management issues and develops strategies to ensure successful IT implementations.	Able to complete business process improvement – identification of new and alternative approaches to performing business activities; and Able to analyse business processes including recognition of the potential for automation of the processes, assessment of the costs and potential benefits of new approaches considered.	Demonstrates competencies from level 1; Manage change and assistance with implementation; and Able to complete business analysis – methodical investigation, analysis, review and documentation of all or part of a business in terms of business functions and processes, the information used and the data on which the information is based.	Demonstrates competencies from levels 1 and 2; Defines requirements for improving any aspect of the processes and systems; Identifies and quantifies potential business benefits; and Creates viable specifications and acceptance criteria in preparation for the construction of information and communication systems.	Demonstrates competencies from level 1 to 3; Able to complete business process testing – planning, design, management, execution and reporting of business process tests and usability evaluations; Able to apply evaluation skills to the assessment of the ergonomics, usability and fitness of purpose of defined processes; and Able to manage change and implementation planning by defining and managing the process

				of deploying and integrating IT capabilities into the business fully compatible with business operations.
6. Data Conversion Demonstrates technical expertise in structured and unstructured data storage	Establishes data design requirements which meet defined organisational and system requirements; Transforms data models into approved physical design; Tests conversion process, records and reports results, records and applies corrections; and Implements and monitors approved data conversion processes, records and reports results,	Demonstrates competencies from level 1; Designs data conversion that ensures data completeness, accuracy, currency and security during and after conversion; Selects data conversion approach and designs detailed conversion method; Designs output reports for communication to stakeholders; Uses knowledge of business requirements and works with stakeholders to select and/or create test data; Designs and implements test processes, reviews and records results; and Ensures completeness and accuracy of data conversion.	Demonstrates competencies from levels 1 and 2; Manages design and conversion of data for use with new storage media, information management systems and operating systems; and Analyses and can explain the effects of data conversion on business processes.	Demonstrates competencies from level 1 to 3; Advises business managers on the need for new and/or adjusted processes required post-conversion; Manages testing processes to ensure data completeness, accuracy, currency and security during and after conversion; and Communicates test and final implementation results to stakeholders and obtains business approval for results.
7. Operations The ability to implement differing levels of operational services, plans and strategies to ensure that IT infrastructure and applications are functional.	Ensures the overall control and management of services and their availability to ensure that all services meet agreed availability targets Ensures data protection – the development and implementation of policies, procedures, practices and training to comply with the	Demonstrates competencies from level 1; Investigates and resolves problems users are experiencing with hardware or software; Provides advice or training to users about the application systems' functionality, correct operation or constraints;	Demonstrates competencies from levels 1 and 2; Manages the operations of the IT infrastructure and the resources required Able to manage network control and operation – day- to-day support, operation and control of all equipment within an IT network infrastructure; and	Demonstrates competencies from level 1 to 3; and Manages service levels – the planning, implementation and control of service provision.

	requirements of legislation regarding personal information such as the Electronic Communications and Transactions Act of 2002; and Provides application maintenance and ICT support services.	Devises work-arounds, corrects faults and makes on-site modifications as necessary; and Updates system documentation, manipulates data and defines enhancements, often in collaboration with the system's developers.	Ensures the administration of databases – the installation, configuration, upgrade, administration, monitoring and maintenance of physical databases.	
8. Installation and Integration The capacity to install specific hardware and software solutions in different environments.	Able to ensure systems integration – the incremental and logical creation and testing of components and/or sub-systems and their interfaces in order to create operational systems.	Demonstrates competencies from level 1; Able to complete porting/software integration – the integration of software products into existing software environments to produce new platform-specific versions of the software products; and Able to complete systems installation/ decommissioning – the installation, testing, implementation or decommissioning and removal of cabling, wiring, equipment, hardware and/or software, following plans and instructions and in accordance with agreed standards.	Demonstrates competencies from levels 1 and 2; Able to ensure testing of hardware and software components affected, resolving malfunctions found and recording the results; and Reports details of hardware and software installed so that configuration management records can be updated.	Demonstrates competencies from level 1 to 3
9. User Support The ability to interact with IT users, pre-empt problems and risks and resolve issues as they occur.	Able to provide network support – the provision of network maintenance and support services; Investigates and resolves problems and provides information about the systems; and	Demonstrates competencies from level 1; Provides advice and training to users about network functionality, correct operation or constraints; Corrects faults and devises work-arounds and makes on-site modifications; and	Demonstrates competencies from levels 1 and 2; Manages service desk and incidents – receipt of problem reports and the coordination of appropriate and timely responses; and Channels requests for help to appropriate functions for	Demonstrates competencies from level 1 to 3

	Monitors performance of the network and reports on status.	Provides resolution to incidents and problems throughout the information systems lifecycle, including classification, prioritisation and initiation of action, investigation and documentation of root causes and implementation of remedies.	resolution, monitoring progress and keeping users apprised of progress	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively with all people; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organization; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of own ideas without suppressing their views; Acknowledge merits in others' arguments and incorporate it in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Aware of to how people and organisations function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits documents created by others; Organises discussions in a logical manner;	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively;

			Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commits to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with the public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with the public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; and Speaks effectively on service delivery matters to internal and external stakeholders.
PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self-starter.	Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; and Sets challenging goals.	Demonstrates competencies from level 1 to 3; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward; Open to new ideas and ways of doing things; and Copes effectively with change	Demonstrates competencies from level 1 to 3; Looks for better ways of doing things; Promotes change as an opportunity rather than a

	Continues to attempt to improve, despite setbacks or other constraints.			threat and acts as a role model in mobilising team members towards change; and Recognises when change is necessary, develops a change implementation strategy.
3. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; and Comes up with creative and unique ideas; and Considers alternatives
4. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities in the process of further development; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 and 2; Networks within the industry; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from level 1 to 3; Creates a learning environment; Is networked within the industry; and Encourages others to learn and share from mistakes and shares experiences.

MANAGEMENT COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals	Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorate / Department goals into objectives for the unit

				<p>and gains commitment for these goals from his team;</p> <p>Provides a clear sense of purpose and focuses on successful completion of objectives; and</p> <p>Organises resources and inspires others towards focused performance.</p>
<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Shares knowledge and information with peers and subordinates;</p> <p>Articulates tasks and expectations and sets realistic standards; and</p> <p>Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style;</p> <p>Sets challenging tasks that stretches individuals' abilities and self-confidence; and</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Encourages self-reliance and allows staff to make and learn from mistakes;</p> <p>Able to understand the underlying causes for non-or poor performance and to provide the appropriate support;</p> <p>Sets challenging tasks that stretches individuals' abilities and self-confidence;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Understands requirements for professional development of staff.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders;</p> <p>Actively involved in the retention and development of talent within the organization;</p> <p>Understands organisational needs and formulates and implements development plans, outlining specific performance measures;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the</p>

				individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.
--	--	--	--	---

LEVELS	1	2	3
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Laboratory Technical Assistant	Senior Laboratory Technical Assistant	Principal Laboratory Technical Assistant
KNOWLEDGE AND SCOPE OF WORK	<p>Assist technicians with conducting chemical and physical analysis and the preparation of lab, general chemical reagents and media;</p> <p>Assist and perform site visits and the operation of basic instruments and equipment required for air quality monitoring (AQM) network stations and laboratories;</p> <p>Maintain good standards in terms of general laboratory housekeeping and health and safety;</p> <p>Perform and assist in the regulation of basic stock and consumable levels including the procurement and disposal of chemicals and other consumables;</p> <p>Assist with ISO 17025 maintenance/ accreditation and application of basic laboratory information management system (LIMS); and</p> <p>Assist with the handling of samples from sample receiving area (SRA) or clients and assist with basic administrative functions including</p>	<p>Perform chemical and physical analysis and prepare lab, general chemical reagents and media;</p> <p>Perform site visits and operate basic instruments and equipment required for AQM network stations and laboratories;</p> <p>Maintain good standards in terms of general laboratory housekeeping and health and safety;</p> <p>Perform the regulation of basic stock and consumable levels including the procurement and disposal of chemicals and other consumables;</p> <p>Perform ISO 17025 maintenance/accreditation and application of basic laboratory information management system (LIMS); and</p> <p>Responsible for the handling of samples from sample receiving area (SRA) or clients and performing basic administrative functions including data retrieval, reporting and projects.</p>	<p>Supervise and perform chemical and physical analysis and the preparation of lab, general chemical reagents and media;</p> <p>Supervise and perform site visits and the operation of basic instruments and equipment required for AQM network stations and laboratories;</p> <p>Maintain good standards in terms of general laboratory housekeeping and health and safety;</p> <p>Supervise and perform the regulation of stock and consumable levels, including the procurement and disposal of chemicals and other consumables;</p> <p>Supervise and perform ISO 17025 maintenance/ accreditation and application of basic laboratory information management system (LIMS); and</p> <p>Supervise the handling of samples from sample receiving area (SRA) or clients and supervise the basic administrative functions including data retrieval, reporting and projects.</p>

	data retrieval, reporting and projects.		
EXPERIENCE	Up to one (1) year environmental or laboratory related experience.	1 - 3 years environmental or laboratory related experience.	3 – 5 years laboratory experience.
QUALIFICATION	Grade 12 (with Mathematics and Science); Computer literate and must be able to work accurately and record scientific data; and Be in possession of a Driver's license (Code B).	Grade 12 (with Mathematics and Science) IEC/ISO 17025 Training; and Be in possession of a Driver's license (Code B).	Grade 12 (with Mathematics and Science) IEC/ISO 17025 Training; and Be in possession of a Driver's license (Code EB).
COMPETENCIES			
COMPETENCY LEVELS	1	2	3
CORE PROFESSIONAL COMPETENCIES			
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication.	Demonstrates competencies from level 1; and Assists with the compiling of technical reports for senior staff.	Demonstrates competencies from levels 1 and 2; Contributes to technical reports for decision making; and Takes supervisory responsibility for reviewing and editing less experienced subordinates work.
2. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule and executes as per priority list; and Modifies plans in line with instructions from supervisors.	Demonstrates competencies from level 1; and Uses discretion to organise, prioritise and schedule tasks so that they can be performed with efficient use of time and resources.	Demonstrates competencies from levels 1 and 2; Identifies resource requirements for undertaking specific tasks; Measures progress and monitors performance and results of junior staff; and Develops contingency plans for potential problems.
3. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, taking into consideration the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information;	Demonstrates competencies from level 1; Reviews progress and shares information; gets feedback on results from those directly involved;	Demonstrates competencies from levels 1 and 2; Establishes a system to follow up on projects/tasks/assignments; Sets up feedback mechanisms in order to monitor work in progress;

	Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Able to get more things done whilst using fewer resources to achieve this; Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and Delivers activities and plans as scheduled.	Maintains a project checklist covering all detail which might be overlooked; Identifies errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.
4. Research and Development Demonstrate awareness of different techniques and instruments to observe and record relevant scientific data	Assists in basic scientific research and development.	Demonstrates competencies from level 1; and Demonstrates an ability to conduct basic research and development.	Demonstrates competencies from levels 1 and 2; Able to undertake research and initiate development work if and when required; Researches and develops analytical techniques and supervise their implementation; and Demonstrates an ability to produce suitable reports on newly developed methodology and techniques to the Laboratory Manager.
5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering and scientific standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensures that all information is available in the preparation of documentation.

FUNCTIONAL COMPETENCIES			
1. Sampling analyses Ability to differentiate various sampling techniques and ability to conduct basic on site scientific analysis.	Demonstrates the ability to assist in the carrying out of the sampling process; Able to prioritise/adapt to varying tasks in sampling under the guidance of senior staff; and Able to assist with the capturing of laboratory results.	Demonstrates competencies from level 1; Demonstrates the ability to carry out the sampling process optimally, efficiently and cost effectively; Able to prioritise/adapt to varying tasks in sampling; and Demonstrates the ability to capture and prepare the laboratory results.	Demonstrates competencies from levels 1 and 2; Able to plan and control the daily Laboratory analysis, routine and non-routine, according to rosters to maximise efficiency; Demonstrates the ability to conduct daily complex analyses in the laboratory, using specialised instrumentations; and Able to quality assure, interpret the results and to submit analytical results through the LIMS (Laboratory Information Management System) within the required turnaround times.
2. Raw Material Inventory The ability to conduct stock control and acquire raw materials.	Demonstrates the ability to report stock levels; and Able to assist in the procurement of raw materials.	Demonstrates competencies from level 1; Demonstrates the ability to manage raw material inventory; and Able to procure raw materials.	Demonstrates competencies from levels 1 and 2; Demonstrates the ability to ensure adequate stock levels by placing orders for Laboratory consumables timeously; Able to identify and report on the need for new or replacement items to be added to the budget; and Able to obtain quotes and assist with preparation of specifications for purchases and tenders.
3. Stakeholder Liaison Ability to communicate and liaise with internal and external stakeholders	Demonstrates the ability to communicate verbally and non-verbally to all relevant stakeholders.	Demonstrates competencies from level 1; and Provides direction and guidance to junior staff when engaging with relevant stakeholders.	Demonstrates competencies from levels 1 and 2; and Demonstrates the ability to liaise and report to relevant internal and external stakeholders in complex situations.

PUBLIC SERVICE ORIENTATION COMPETENCIES			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organization; Shows confidence when engaging with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of his/her ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.
2. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.	Contributes to assignments and reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits documents created by others; Organises discussions in a logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.

4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.).
PERSONAL COMPETENCIES			
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; Initiates contact with others; and Motivated and energetic.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; and Displays high energy and sets example.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; and Attempts to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Shows emotional resilience during difficult situations; and Shows continuous improvement despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Stays calm and focused under pressure; Shows emotional resilience and handles difficult situations effectively;

			Responds constructively to adverse situations and has calming influence on others; and Plans and initiates new ways forward.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.

5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.
MANAGEMENT / LEADERSHIP COMPETENCIES			
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.

3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals	Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; and Demonstrates the ability to establish clear goals and direction.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Shares knowledge with subordinates; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.

LEVELS	1	2	3
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Laboratory Technician	Senior Laboratory Technician	Principal Laboratory Technician
KNOWLEDGE	<p>Performs routine physical, chemical, microbiological and hydrobiological analysis on drinking water, environmental waters, including seawater, sewage, industrial effluents, groundwater, swimming baths, boreholes, landfill leachates. as well as running of the Air Quality Monitoring Network sites;</p> <p>Performs verification of data, entering field data on to LIMS and generates reports for senior personnel;</p> <p>Prepares test reagents, culture agars, stock and working solutions, including chemicals for water and wastewater treatment plants and remote sites and ATLABS;</p> <p>Assists/performs off-site inspections and/or conducts field analysis;</p> <p>Assists with implementation of the ISO 17025 Quality Management System; and</p>	<p>Perform and supervises routine physical, chemical, microbiological and hydrobiological analysis on drinking water, environmental waters, including seawater, sewage, industrial effluents, groundwater, swimming baths, boreholes, landfill leachates. as well as supervising the running of the Air Quality Monitoring Network sites;</p> <p>Analyse, evaluate results and generate reports and is technical signatory for accredited methods;</p> <p>Verifies the quality of the preparation of chemicals, reagents, etc.;</p> <p>Supervises and train staff on how to conduct site visits/field analysis and conduct sampling when required;</p> <p>Advise and Assist with the implementation of ISO 17025 Accreditation and conducts quality checks and compliance; and</p>	<p>Supervises and conducts specialised analysis. Leads, trains and mentors junior staff;</p> <p>Analyse, evaluate results and generate reports and is technical signatory for accredited methods;</p> <p>Verifies the quality of the preparation of chemicals, reagents, media;</p> <p>Supervises and train staff on how to conduct site visits/field analysis and conduct sampling when required;</p> <p>Supervises and ensures that the implementation of the ISO 17025 Quality Management System is occurring; and</p> <p>Co-ordinates and ensures that Good Laboratory Practices (GLP) are followed and implemented by maintaining good safety and housekeeping practices.</p>

	Ensures that Good Laboratory Practices (GLP) are followed and implemented by maintaining good safety and housekeeping practices.	Ensures the implementation of good housekeeping practices and Health and Safety practices.	
EXPERIENCE	Up to 1 year relevant experience	3- 5 years relevant experience.	5 - 8 years relevant experience.
QUALIFICATION	<p>Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree preferably in Analytical Chemistry, Chemical Science, Microbiology, Environmental or other related Science qualification;</p> <p>Registered with SACNASP;</p> <p>Computer literacy: MS Office; and</p> <p>Be in possession of a Driver's license (Code B).</p>	<p>Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree preferably in Analytical Chemistry, Chemical Science, Microbiology, Environmental or other related Science qualification;</p> <p>Registered with SACNASP as a Professional Natural Scientist;</p> <p>Computer literacy: MS Office; and</p> <p>Be in possession of a Driver's license (Code B).</p>	<p>Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree preferably in Analytical Chemistry, Chemical Science, Microbiology, Environmental or other related Science qualification;</p> <p>Registered with SACNASP as a Professional Natural Scientist;</p> <p>Computer literacy: MS Office; and</p> <p>Be in possession of a Driver's license (Code B).</p>
COMPETENCIES			
COMPETENCY LEVELS	1	2	3
CORE PROFESSIONAL COMPETENCIES			
<p>1. Written Communication</p> <p>The ability to communicate in writing as appropriate to specific audiences.</p>	<p>Reads and understands basic documents;</p> <p>Able to follow basic instructions as contained in written communication; and</p> <p>Able to respond in writing to basic types of communication.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Assists with the compiling of technical reports for senior staff.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Contributes to technical reports for decision making; and</p> <p>Takes supervisory responsibility for reviewing and editing less experienced subordinates' work.</p>

2. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule and executes as per priority list; and Modifies plans in line with instructions from supervisors.	Demonstrates competencies from level 1; and Uses discretion to organise, prioritise and schedule tasks so that they can be performed with efficient use of time and resources.	Demonstrates competencies from levels 1 and 2; Identifies resource requirements for undertaking specific tasks; Measures progress and monitors performance and results of junior staff; and Develops contingency plans for potential problems.
3. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Demonstrates competencies from level 1; Reviews progress and shares information; gets feedback on results from those directly involved; Is able to get more things done whilst using fewer resources to achieve this; Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and Delivers activities and plans as scheduled.	Demonstrates competencies from levels 1 and 2; Establishes a system to follow up on projects/tasks/assignments; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notices errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.
4. Research and Development Demonstrate awareness of different techniques and instruments to observe and record relevant scientific data.	Demonstrates the ability to conduct basic scientific research and development.	Demonstrates competencies from level 1; Able to undertake research and initiate business development work if and when required; Researches and implements new analytical processes and techniques for use during water & air quality monitoring;	Demonstrates competencies from levels 1 to 2; Demonstrates ability to keep up to date with new developments, research and development and technologies in the water field;

		Demonstrates the ability to produce technical reports on newly developed methodology and techniques to the Laboratory Manager; and Supervises scientific research undertaken by junior staff and students.	Able to participate in projects arising from Memoranda of Agreement and other research organisations; Able to implement research and development findings /recommendations; Contributes to ensuring that the organization complies with annual Blue Drop, Green Drop and No Drop systems; Contributes to the maintenance of Water Safety Plan; Supports staff with SACNASP referee reports; and Able to keep abreast of legislative requirements pertaining to product quality such Waste Water and reticulated water legislation and standards such as SANS 241.
5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensures that all information is available in the preparation of documentation.
FUNCTIONAL COMPETENCIES			
1. Sampling analyses Ability to differentiate various sampling techniques and ability to conduct basic on site scientific analysis.	Demonstrates the ability to assist in the carrying out of the sampling process; Able to prioritise/adapt to varying tasks in sampling under the guidance of senior staff; and Able to assist with the capturing of laboratory results.	Demonstrates competencies from level 1; Demonstrates the ability to carry out the sampling process optimally, efficiently and cost effectively; Able to prioritise/adapt to varying tasks in sampling; and Demonstrates the ability to capture and prepare the laboratory results.	Demonstrates competencies from levels 1 and 2; Able to plan and control the daily Laboratory analysis, routine and non-routine, according to rosters to maximise efficiency; Demonstrates ability to conduct daily complex analyses in the laboratory,

			using specialised instrumentations; and Able to quality assure, interpret the results and to submit analytical results through the LIMS (Laboratory Information Management System) within the required turnaround times.
2. Raw Material Inventory The ability to conduct stock control of raw material.	Demonstrates ability to report stock on levels; and Able to assist in the procurement of raw materials.	Demonstrates competencies from level 1; Demonstrates the ability to manage raw material inventory; and Able to procure raw materials.	Demonstrates competencies from levels 1 and 2; Demonstrates the ability to ensure adequate stock levels by placing orders for Laboratory consumables timeously; Able to identify and report on the need for new or replacement items to be added to the budget; and Obtains quotes and assist with preparation of specifications for purchases and tenders.
3. Stakeholder Liaison Ability to communicate and liaise with internal and external stakeholders.	Demonstrates ability to communicate verbally and non-verbally to all relevant stakeholders.	Demonstrates competencies from level 1; and Provides direction and guidance to junior staff when engaging with relevant stakeholders.	Demonstrates competencies from levels 1 and 2; and Demonstrates the ability to liaise and report to relevant internal and external stakeholders in complex situations.
PUBLIC SERVICE ORIENTATION COMPETENCIES			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organization; Shows confidence when engaging with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of his/her ideas without suppressing their views; Acknowledges merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and

			Wins concessions without damaging relationships.
2. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.	Contributes to assignments and reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from levels 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.
4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused

			outcomes, (i.e. performance management, resource allocation etc.).
PERSONAL COMPETENCIES			
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; Initiates contact with others; and Motivated and energetic.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; and Displays high energy and sets example.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; and Attempts to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Shows emotional resilience during difficult situations; and Shows continuous improvement despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Stays calm and focused under pressure; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Plans and initiates new ways forward.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.

4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.
MANAGEMENT / LEADERSHIP COMPETENCIES			
1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and

		Shares information and collaborates easily with others.	Involves and empowers teams in setting and achieving goals.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1; and Ensures an understanding of work outcomes Obtains staff commitment to meet goals Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; and Demonstrates an ability to establish clear goals and direction.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from levels 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.

LANGUAGE PRACTITIONERS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Language Practitioner	Language Practitioner	Senior Language Practitioner	Language Services Manager
KNOWLEDGE AND SCOPE OF WORK	General theoretical knowledge of language practice principles; Research process and techniques; and Sound knowledge of source and target languages.	Level 1 knowledge as well as practical implementation, plus; Technical language expertise; and Computer-assisted translation programs.	Level 2 knowledge plus; and Knowledge of and should be able to apply project management.	Level 3 knowledge, plus; Knowledge of local government policies, legislative systems and processes; Legislation pertaining to language practitioners; and Contract management.
EXPERIENCE	No experience required.	2 – 5 years relevant experience.	5 – 8 years relevant experience.	8 years or more relevant experience.
QUALIFICATION	Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office.	Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office.	Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office.	Relevant 3-year tertiary qualification majoring in an appropriate language or language practice; and Computer literacy: MS Office.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and immediate managers.	Demonstrates competencies from level 1; Adapts communication content and style according to the audience; Delivers messages in a manner that gains support, commitment and agreement; Communicates effectively with people at all levels within the City; and Responds to questions with accurate and complete answers.	Demonstrates competencies from 1 and 2; Considers inputs from team members and responds appropriately; Gives feedback to team members on the course of action; and Is able to communicate differing viewpoints on complex issues.	Demonstrates competencies from level 1 to 3; Steers negotiations around complex issues and arrives at a win-win situation; Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; Captures complex issues clearly and concisely; Is able to read situations and to respond appropriately; and Communicates high-risk or sensitive matters to all relevant parties.
2. Planning and Organising The ability to plan, coordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that	Demonstrates competencies from level 1; Identifies resource requirements for undertaking specific tasks; Manages resources to achieve the project objectives;	Demonstrates competencies from level 1 and 2; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources;	Demonstrates competencies from levels 1 to 3; Manages multiple projects; Defines roles and responsibilities for project team members and clearly communicates expectations;

	tasks are completed within schedule; and Ensures work is accurate and complete.	Sets high performance standards for self and others; and Follows procedures accurately.	Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects; Sets goals and objectives relevant to the function and focuses on the customer's needs; Ensures high-quality output and initiates action to correct problems; Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others; Determines tasks and resources – determines project / assignment requirements by breaking them down into tasks; identifying people needed; and coordinating with internal and external partners; Complies with budgetary requirements; and Develops contingency plans for potential problems.	Prioritises multiple resources to meet competing deadlines, but needs to be flexible as the nature of the work is unpredictable and requests are often required at the last minute; Identifies and acts on opportunities to partner with other departments to achieve desired results (taps into the resources of other units and departments to achieve results); and Projects and forecasts short-, medium- and long- term needs for the operations falling under his / her control.
3. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows	Operates within fairly structured parameters and guidelines when solving problems;	Demonstrates competencies from level 1; Demonstrates logical, analytical reasoning and	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from levels 1 to 3; Demonstrates the ability to break down complex

long-term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Knows when to refer problems to superior for resolution; and Shows initiative in suggesting possible solutions to certain problems.	conceptual understanding; Is able to question and probe deeply about issues, using tact and diplomacy; Demonstrates tenacity in following through and will continue with a line of questioning until the situation is completely understood; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.	Demonstrates an intuitive grasp of issues and is able to link information; Looks for new ways to solve problems and demonstrates innovative and creative thinking; Is able to balance detail orientation with 'big picture' thinking; and Deals effectively with unpredictability and can 'think on his / her feet'.	problems into manageable parts and identify solutions; Anticipates situations and can generate various solutions / options and contingency plans for problems; and May have to make judgement calls and decisions that could have significant corporate impact.
4. Technology Usage The ability to utilise technology in the workplace to optimise performance and deliver superior results.	Demonstrates basic computer literacy and is competent in software packages relevant to the role; and Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the branch.	Demonstrates competencies from level 1; Demonstrates advanced computer literacy and is able to use advanced features of relevant software packages; Is competent in the use of the relevant technology in the area; and Embraces new technology and shows a willingness to learn.	Demonstrates competencies from level 1 and 2; Demonstrates creativity when using various aspects of technology in the branch; Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results; and Demonstrates technical expertise in the use of technological equipment in the area.	Demonstrates competencies from levels 1 to 3; Is aware of best practice and tools required to achieve this; Keeps up to date with current developments and trends; and Encourages continual update and development of new skills with regard to technology usage.

5. Organisational Awareness The ability to drive equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact on public interest / concerns.	Understands how the business unit functions; Has basic understanding of the City, its priorities and goals; Is aware of policies and procedures and works in strict accordance within those parameters; and Is aware of issues impacting service delivery.	Demonstrates competencies from level 1; Understands the organisational hierarchy, approval processes, committees and structures; Understands the roles and responsibilities of each of the other units within his / her department and how they relate to the functional unit; Also understands the roles and responsibilities of other departments within the City; Understands the department's service delivery mandate and how his / her unit supports the department in fulfilling that mandate; and Is aware of the City's goals and priorities.	Demonstrates competencies from level 1 and 2; Understands the operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto; and Understands the broader political imperatives associated with municipal service delivery.	Demonstrates competencies from levels 1 to 3; Understands and internalises the City's goals and priorities; Has in-depth knowledge of the City's policies and procedures; Demonstrates an understanding of the organisational and local government processes; Understands sector policies and legislation; and Is able to make a meaningful contribution and comment on organisational and operational policies and processes.
FUNCTIONAL COMPETENCIES				
1. Task Management The ability to plan, manage, monitor and evaluate specific activities in order to deliver the desired outputs and outcomes.	Effectively allocates own time to complete work; Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently;	Demonstrates competencies from level 1; Coordinates own and others' schedules to avoid conflicts;	Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments; Defines roles and responsibilities for	Demonstrates competencies from levels 1 to 3; Knows and relies on the 'experts' in various fields who can address and solve special problems;

	<p>Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate); and</p> <p>Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion).</p>	<p>Checks quality of work against predetermined specifications;</p> <p>Ensures that established procedures for completing work tasks are followed;</p> <p>Initiates action to correct quality problems or notifies others of quality issues as appropriate; and</p> <p>Able to prioritise multiple resources to meet competing deadlines.</p>	<p>language team members and clearly communicates expectations;</p> <p>Provides guidance and instruction when delegating; and</p> <p>Monitors and controls activities by maintaining a log of work, production or maintenance.</p>	<p>Maintains project records (working papers, audit trails);</p> <p>Ensures that high-priority work is accomplished within required timelines;</p> <p>Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, and enhancement of the individual's knowledge / skills); and</p> <p>Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.</p>
<p>2. Discipline Specific Skills</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.</p>	<p>Understands the principles and theory underpinning the specific profession;</p> <p>Has the ability to identify task specific problems and analyze all factors that influence the solution;</p> <p>Able to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired during the problem investigation; and</p> <p>Able to execute or implement tasks or projects (for erecting</p>	<p>Demonstrates competencies from level 1;</p> <p>Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.;</p> <p>Able to assess practicality of technical specifications for systems and process requirements;</p> <p>Uses discretion in situations of deviation from operational assumptions; and</p> <p>Identifies and implements corrective action on routine</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; and</p> <p>Able to make judgement decisions on issues falling outside of the operating rules and procedures.</p>	<p>Demonstrates competencies from level 1 to 3.</p>

	signs, plumbing, electrical work, etc.) ensuring the efficient utilisation of people, materials, machines, equipment to achieve the end result within the set parameters.	tasks and within the authority delegated at this level.		
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the City.	Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately.	Demonstrates competencies from level 1; Is able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions.	Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others; Convinces others of his / her ideas without suppressing their views; Acknowledges merits in others' arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships; and Is able to be direct and forthright as well as diplomatic and tactful.	Demonstrates competencies from level 1 to 3; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.

<p>2. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Displays commitment to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; Is professional in interaction with general public and stakeholders; and Is aware of community needs and expectations and understands the processes for integrating these into the City's GIS plans.</p>	<p>Demonstrates competencies from level 1; Is committed to engaging communities in all aspects relating to service delivery; Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services (poverty alleviation, addressing of service backlogs, economic development, environmental conservation); Establishes a collaborative relationship with the community; and Is aware of the civic organisations and is able to engage them in service delivery processes.</p>	<p>Demonstrates competencies from level 1 and 2; Understands community needs and evaluate their implications for the City; Manages community expectations within financial, technical and capacity constraints; and Speaks effectively on service delivery matters to the media.</p>	<p>Demonstrates competencies from levels 1 to 3; and Ensures all follow-up activities are completed.</p>
<p>3. Customer Orientation and Customer Focus</p> <p>The ability to understand the service needs of a client / customer (internal or external) and actively focus on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.</p>	<p>Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality;</p>	<p>Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision;</p>	<p>Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent</p>

		Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client-focused outcomes (i.e. performance management, resource allocation, etc.).	with the client service vision.
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self-starter; and Meets deadlines.	Demonstrates competencies from level 1; Is willing to take on new challenges; Pushes self and motivates others for results; Sets challenging goals; and Displays a drive to do things better.	Demonstrates competencies from level 1 and 2; Creates an action- oriented culture that supports the department in achieving its goals; Successfully completes projects within time and budget allocations; Relentlessly pursues project objectives; and Strives to meet deadlines and motivates others to do the same.	Demonstrates competencies from level 1 to 3; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; Sets challenging goals for self and for the team; and Pushes self and motivates others for results.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Stays calm and focused under pressure.	Demonstrates competencies from level 1; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Responds constructively to adverse situations and has calming influence on others; Able to 'think on their feet' and respond quickly to situations; and	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

			Plans and initiates new ways forward.	
3. Accountability and Ethical Conduct The ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, while respecting the principle of confidentiality.	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department. Acts decisively against corrupt and dishonest conduct; reports fraud, corruption, nepotism and maladministration; and Fosters a culture of ethical behaviour.	Demonstrates competencies from level 1 to 3; Promotes a transparent and accountable administration.
4. Learning Orientation and Flexibility The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement and to adapt to changing circumstances.	Shows willingness to learn new things and acquire knowledge; Seeks ongoing support for own limitations (e.g. from coach or mentor); and Copes effectively with change.	Demonstrates competencies from level 1; Engages in regular external activities in the process of further development; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Is willing to try new approaches in order to	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Promotes best practice; Is networked within the industry; Creates learning environment; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from levels 1 to 3; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.

		<p>develop a better way of doing things;</p> <p>Learns from experience – does not repeat mistakes;</p> <p>Takes on challenging and unfamiliar assignments; and</p> <p>Demonstrates an ability to read a situation and adapt to changing circumstances.</p>		
MANAGEMENT / LEADERSHIP COMPETENCIES				
<p>1. Leadership</p> <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<p>Has a clear sense of his / her own and team goals; and</p> <p>Is good at establishing clear direction.</p>	<p>Demonstrates competencies from level 1;</p> <p>Sets out work for others in a well-planned and clear manner; and</p> <p>Provides a clear sense of purpose and focuses on successful completion of objectives.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Monitors the management of multiple tasks and balances priorities and conflicts between tasks;</p> <p>Helps to clarify roles and responsibilities of team members;</p> <p>Delegates task responsibility to others and provides support where necessary;</p> <p>Puts in place effective controls and monitoring processes to keep informed of issues and results;</p> <p>Moves others to action by translating objectives and goals into day-to-day activities;</p> <p>Guides and motivates others to take actions that</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Recognises and rewards those employees (within his / her discretionary authority) whose actions support the attainment of goals and objectives;</p> <p>Defines roles and responsibilities for team members and clearly communicates expectations;</p> <p>Grasp and articulates the big picture and its implications;</p> <p>Maintains a clear focus on the long-term goals and produces more than one way of getting there; and</p> <p>Initiates and manages change in pursuit of strategic objectives.</p>

			support the stated goals and objectives; Inspires staff with own behaviour – ‘walks the talk’; and Is forward thinking and produces innovative ideas.	
2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; and Is respected by peers.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Convinces executive of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from 1 and 2; Is able to use a wide range of interpersonal styles and communication methods to obtain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Remains calm in times of adversity; Is called upon to mediate conflicts and disagreements; Is able to make unpopular decisions if it is in the best interests of the organisation; Shows a strength of character by maintaining performance under duress and pressure; and Uses an in-depth understanding of the interactions within a group to move towards a specific agenda.	Demonstrates competencies from level 1 to 3; Persuades political heads to adopt and implement results / outcomes of project; and Appears confident (authoritative and credible) when addressing formal meetings and / or the media.

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<p>Shares knowledge and information with peers; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	<p>Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non- or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals' abilities and self-confidence; and Actively renews own personal and professional skills and applies them in a productive way in the work environment.</p>	<p>Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Is actively involved in the retention and development of talent within the organisation; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; and Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style.</p>
<p>4. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Shows initiative and confidence in dealing with others; Is able to function in a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1; and Works effectively with people from other organisations / departments.</p>	<p>Demonstrates competencies from level 1 and 2; Ensures the setting and achieving of goals; Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and</p>	<p>Demonstrates competencies from level 1 to 3; Uses complex strategies such as team assignments, cross-training, etc. to promote team morale and productivity; Remains abreast with other initiatives in the City and looks for ways to</p>

			<p>knowledge of team members;</p> <p>Builds team spirit and cohesion across function boundaries in the respective departments;</p> <p>Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and</p> <p>Creates strong morale / team spirit.</p>	<p>cooperate and integrate; and</p> <p>Works effectively with people from other organisations or departments and functions well in a competitive environment.</p>
--	--	--	---	---

LEGAL ADVISOR COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Legal Advisor	Legal Advisor	Senior Legal Advisor	Principal Legal Advisor Specialist Advisor
KNOWLEDGE	Responsible for assisting in a variety of assigned legal projects and / or duties; Conducts professional legal work under the general direction and supervision of a legal advisor, senior experienced Attorney; and May coordinate and facilitate legal matters requiring external legal assistance.	Responsible for handling a variety of moderately complex assigned legal projects; and Conducts professional legal work under the general direction, supervision guidance and supervision of an experienced legal advisor.	Performs more complex legal functions independently with minimal supervision; Oversees legal matters requiring external legal assistance; and Provides work leadership, functional advice and training to less experienced attorneys.	Monitor, supervise and guide knowledge of the legal advisors; Responsible for handling the most complex legal matters or projects; and May be responsible for the supervision of teams of risk / compliance staff.
EXPERIENCE	0 - 2 years' experience required.	2 - 5 years relevant legal experience required.	5 - 8 years relevant legal experience required.	8 years of more relevant legal experience required.
QUALIFICATION	A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office.	A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office.	A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office.	A relevant 3 year tertiary qualification preferably a B-Degree in law (LLB advantageous); and Computer literacy: MS Office.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication / Drafting The ability to communicate complex legal information in understandable documents for specific audiences.	Able to write legal documents in a clear and concise manner; Interpret complex legal documents and translate them in to simple comprehensible opinions, directives and communication; Proof reads documents accurately with close attention to detail; Provides written advice to the Municipality on various legal aspects affecting the Municipality; and Able to draft Service Level Agreements, Memorandums of understanding, reports, opinions and <i>et cetera</i> .	Demonstrates competencies from level 1; Prepares clear and concise documents that require few modifications; Effectively communicates in writing; Prepares considered, high quality draft written communications including correspondence, pleadings, legal memoranda, legal opinions and legislation; Drafts Legal Opinions on various topics of law; and Drafts various municipal related policies and by-laws.	Demonstrates competencies from level 1 and 2; Takes primary responsibility for correspondence, pleadings, legal memoranda, legal opinions and legislation; Prepares documents with minimal review by supervising legal practitioner; and Effectively collaborates on larger written projects with colleagues.	Demonstrates competencies from level 1 to 3; Takes supervisory responsibility for reviewing and editing less experienced practitioners' work; and Mentors and guides legal advisors.
2. Oral Communication The ability to articulate complex legal concepts in an understandable, convincing manner.	Expresses views, advice and legal positions effectively and appropriately on straightforward matters both within and outside municipality.	Demonstrates competencies from level 1; and Effectively and appropriately advocates positions orally within municipality on complex matters.	Demonstrates competencies from level 1 and 2; Effectively and appropriately advocates positions orally on complex and sensitive matters both within municipality and outside; Demonstrates effective oral presentation skills for discrete topics and issues; and Advocates capably on behalf of clients and municipality both within and outside the municipality.	Demonstrates competencies from level 1 to 3; and Demonstrates effective oral presentation skills for complex and sensitive topics and issues.

<p>3. Advocacy / Negotiation</p> <p>The ability to develop and present client or Municipality interests in appropriate forums, presenting and negotiation the best possible outcomes.</p>	<p>Advocates positions, conclusions and recommendations to supervisors; and Assists and supports senior legal advisors in presenting and representing municipality in various dispute resolution forums.</p>	<p>Demonstrates competencies from level 1; Displays an understanding of fundamental advocacy and negotiation principles; Applies advocacy and negotiation principles toward achieving client objectives; and Represents the municipality in various dispute resolution forums.</p>	<p>Demonstrates competencies from level 1 and 2; Ascertains the goals and objectives of clients; Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position; Adopts an appropriate advocacy / negotiating style in response to the issues and personalities involved; and Displays creativity in reaching solutions that accomplish client objectives.</p>	<p>Demonstrates competencies from level 1 to 3; Supervises, monitors and approves legal advisors work in relation to advocacy and negotiation; Demonstrates a range of advocacy / negotiating skills and strategies; Applies these skills and strategies to obtain optimal results for clients; and Advises the municipality on Press Releases through liaison with Public Relations / communications on the contents and legal implications of the contents of the intended press release.</p>
<p>4. Ethics and Professionalism</p> <p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Identifies and alerts the legal advisors to potential conflicts of interest and follows procedures to deal with conflicts; Understands and apply municipal policies, codes and Law Society or Bar disciplinary rules; Understands resources available in municipality to resolve ethical issues; and Identifies risks involved and suggest new and alternative courses of action to treat the risk.</p>	<p>Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners</p>	<p>Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts and issues; and Advocates for a recommendation and is able</p>	<p>Demonstrates competencies from level 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; Prepares and executes effective strategies to achieve desired objectives taking into account relative risks; and Conduct appeal or review Investigations relating to the conduct of officials / Councillors and / or assisting in approved independent investigations and advising the</p>

			to demonstrate show that recommendation will achieve desired objectives.	Municipal Manager / Council on steps to be initiated.
5. Organisational Awareness The ability to understand the municipality's objectives, and the impact of legal decisions on the community and the functioning of the various directorates.	Understands how the business units, sections and directorates functions; Basic knowledge about the municipality (Political and administrative); Basic Industry knowledge; Knowledge of the municipality's priorities goals and objectives; Applies sector policies and legislation in undertaking tasks; and Aware of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues of local government; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's sector specific goals and priorities; Contributes to shaping the municipality's policies and procedures; In-depth knowledge of municipal legislation; and Contributes toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; and Supervises, guide and monitor legal advisors awareness of local government goals and objectives.
FUNCTIONAL COMPETENCIES				
1. Litigation Management The ability to manage legal disputes brought against the municipality through applying legal procedures and managing stakeholders in order to resolve the legal.	Have basic administrative capacity to administer and manage litigation by receiving, recording and managing internal and external legal correspondence, pleadings, summons and any other court papers served on the institution; Have a basic understanding of the rules of various courts, forums and dispute resolution forums; and Analyses and manages the resolution of minor legal	Demonstrates competencies from level 1; Analyses and manages the resolution of minor to significant legal disputes; Knowledgeable and understands court systems and magistrate court practices; Engages external service providers (legal firms) representing the municipality and assess options on litigation matters; Engages line departments, under supervision of senior	Demonstrates competencies from level 1 and 2; Analyses and manages significant to major legal disputes; Engages and manages external service providers (legal firms) representing the municipality and guide / influence options for approach on litigation matters; Engages line departments to advise on legal proceedings and establish instruction; Recommends and proceed with a course of action based	Demonstrates competencies from level 1 to 3; Analyses and manages major legal disputes and sensitive and high profile matters; Coordinates allocation of work to legal practitioners; Reports on litigation matters to appropriate political structure; Engages and instructs external service providers (legal firms); Distinguishes among various options available and select appropriate course of action; and

	disputes as delegated by legal advisor.	practitioners, to advise on legal proceedings; and Recommends a course of action based upon evaluation of relevant facts and issues.	upon evaluation of relevant facts, issues and risks effectively also guiding supervising practitioners; Advocates for a recommendation and is able to Demonstrate how that recommendation will achieve desired objectives; Demonstrates knowledge of the court systems and magistrate court practices; and Understands and applies rules of court in presenting evidence and following of litigation procedure.	Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.
2. Research and Analysis Ability to break a legal problem into component parts, identify key issues, locate authority in the form of statute and case law and compile cogent legal arguments to support a position.	Able to research legal concept and topic and translate them into simple comprehensible topic; Identifies various legal problems and resolve them through research and analysis; Researches various topics of law affecting the municipality; Locates authority and / or case law relevant to the issue Applies authority to the facts at hand; and Researches information in support of the formulation of an approach to disputes.	Demonstrates competencies from level 1; Understands and analyses complex legal factual matters and legal concepts; Tracks the development of the law, identified through research and provide analysis thereto; Provides practical legal ideas and solutions to address issues presented; Advises and communicates ideas an innovative legal solution to the municipality; and Completes tasks efficiently, recognising appropriateness of time and costs.	Demonstrates competencies from level 1 and 2; Supervises and monitors research conducted by subordinates; Manages fact-finding and delegates research to other legal practitioners, giving clear, organised assignments; Organises and synthesises work, including the work of others, into a complete, considered analysis; Provides practical advice to clients based on analysis; and Prioritises alternative courses of action based on research and analysis.	Demonstrates competencies from level 1 to 3; Critically evaluates research and analysis prepared by subordinates and external attorneys; Develops reports on advice and solutions provided by subordinates; and Communicates advice and solutions clearly to directorates, units and sections of the Municipality including Council and its committees.

PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Monitors, guides and supervises subordinates in relation to the interpersonal relations; Able to be both direct and forthright; Is diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Aware of how people and municipality function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.

3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Understands the key objectives of municipality's service delivery objective; Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.
PERSONAL COMPETENCIES				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self-starter; Drive to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the department in achieving its goals.	Demonstrates competencies from level 1; Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3; and Successfully drives staff towards meeting objectives.
2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

		Continues to attempt to improve, despite setbacks or other constraints.		
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; Shows a willingness to learn; Copes effectively with change; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Create learning environment; Encourages others to learn and share from mistakes and shares experiences; and Is networked within the industry.

MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Perform their duties with minimal supervision from legal advisors; Take charge of their tasks and manage them effectively; and Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Willingness to be coached and mentored; and Shares knowledge and information with peers.</p>	<p>Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; Monitor, guide and supervise subordinates skills, performance of the coaching and mentoring competency; and Able to identify own development needs and suggest measures to attain them.</p>	<p>Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to identify appropriate training interventions; and Able to understand the underlying causes for non or poor performance and to provide the appropriate support.</p>	<p>Demonstrates competencies from level 1 to 3; Actively involved in the retention and development of talent within the municipality; Leads by example; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.</p>
--	---	--	--	--

LIBRARY INFORMATION SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	Library Assistant Senior Library Assistant	Assistant Librarian / Librarian	Senior Librarian / Principal Librarian	Chief Librarian	District / Regional Librarian District / Regional Head
KNOWLEDGE AND SCOPE OF WORK	Apply basic concepts and knowledge to aspects within the library and information services discipline; and Basic understanding, knowledge and application of aspects, principles, practices and procedures within the library and information services discipline.	Apply a body of theoretical knowledge within the library and information services discipline; Assists in the management of a library and / or specific areas in a library; An understanding, knowledge and application of professional LIS principles, practices and procedures; Knowledge of library ICT system; Knowledge of supervisory principles and practice; Knowledge of project management principles, practices and procedures; and Knowledge and understanding of library	Performs the full range of activities with the LIS discipline in small to medium sized libraries; Supervises the number of staff allocated to the facility; Manages all operations and administration associated with the efficient and effective running of the library; In depth understanding, knowledge and application of professional LIS principles, practices and procedures; Acquired knowledge of the library ICT system; Knowledge of electronic data management and search capability; Knowledge of user needs analysis processes; Knowledge of relevant policies, priorities and legal framework of the sector;	Performs the full activities within the LIS discipline in a Metro Wide category library / libraries; Manages the number of staff allocated to this category library including a supervisory level; Carries out any tasks delegated by libraries management such as compiling reports; Serves on ad hoc committees and/or working groups as required by Libraries Management; In depth understanding, knowledge and application of professional LIS principles, practices and procedures; Manages all operations and administration associated with the	Controls / manages libraries in a geographical region or district In depth understanding, knowledge and application of professional LIS principles, practices and procedures; Serves on ad hoc committees and/or working groups as required by Libraries Management; In depth knowledge of managerial principles, practices and procedures; In-depth knowledge and understanding of community needs established via surveys and community library

		marketing and conducting research.	<p>Knowledge of managerial principles and practices;</p> <p>Knowledge of staff development, employee relations and performance management principles, practices and procedures;</p> <p>Knowledge of project management principles, practices and procedures;</p> <p>Knowledge of, and ability to, manage budgets and SCM policy and practices;</p> <p>Knowledge and understanding of library marketing and research; and</p> <p>Knowledge of compliance and governance requirements of the municipality and local government.</p>	<p>efficient and effective running of the library;</p> <p>In-depth knowledge of managerial principles, practices and procedures;</p> <p>In-depth knowledge of relevant policies, priorities and legal framework of the sector;</p> <p>In-depth knowledge of project management principles, practices and procedures;</p> <p>In depth knowledge of staff development, employee relations and performance management principles, practices and procedures;</p> <p>In depth knowledge and understanding of library marketing and research;</p> <p>In depth knowledge of compliance and governance requirements of the municipality and local government; and</p> <p>Knowledge of, and ability to, manage budgets and SCM policy and practices.</p>	<p>services needs analysis;</p> <p>In-depth knowledge of project management principles, practices and procedures;</p> <p>In depth knowledge of staff development, employee relations and performance management principles, practices and procedures;</p> <p>In depth knowledge and understanding of library marketing and research;</p> <p>In depth knowledge of compliance and governance requirements of the municipality and local government; and</p> <p>Knowledge of, and ability to, manage budgets and SCM policy and practices.</p>
EXPERIENCE	0 - 1 year experiential knowledge of public libraries	2 – 3 years practical experience in a public library; and	3 - 5 years' relevant experience	5 - 8 years' relevant experience with supervisory experience	8 years of more relevant experience including managerial experience

		Experience as part of the academic program.			
QUALIFICATION	Grade 12 Basic computer literacy; and Registered member of LIASA.	Assistant Librarian: 3 - year Library Science or Information Management post matric qualification; Librarian: B.Bibl / B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric qualification; Computer literacy; and Registered member of LIASA.	B.Bibl / B.LIS / B.Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric qualification; Computer literacy; and Registered member of LIASA.	B.Bibl / B.LIS / B. Tech: LIS / B. Inf (Hons) or PG Dip LIS or equivalent 4-year post matric qualification; Computer literacy; and Registered member of LIASA.	B.Bibl / B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric qualification; Computer literacy; and Registered member of LIASA
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
CORE PROFESSIONAL COMPETENCIES					
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.	Appears supportive of initiatives and co-operates willingly in execution of tasks and duties.	Demonstrates competencies from level 1; Displays personal interest in the well-being of colleagues; Able to use a wide range of interpersonal styles and communication methods to gain	Demonstrates competencies from levels 1 and 2; Monitors and evaluates employee performance on tasks and takes appropriate action where subordinate performance is deficient; Recognises and rewards individuals and provides developmental feedback in	Demonstrates competencies from levels 1 to 3; Delegates and empowers others to increase contribution and level of responsibility and accountability; Able to manage own time as well as time of colleagues;	Demonstrates competencies from levels 1 to 4; Aware of the benefits of a diverse approach and provides opportunities that will enhance a more diverse workforce and equal access to development for all

		agreement or acceptance of proposals; Assigns clearly defined tasks to sub ordinates; and Ensures role clarity and gives direction to the team.	accordance with performance management principles; Manages conflict through a participatory transparent approach; and Able to constructively engage with line manager and putting forth own team's view/concerns/ proposals.	Recruits, develops and retains talented staff and resources; Facilitates team goal setting and problem solving; and Tactfully confronts others when necessary and able to make unpopular decisions when necessary.	people in the designated groups; Recruits, develops and retains talented staff and resources to fulfil the strategic mandate; and Ensures compliance with relevant employee legislation consistently and fairly.
2. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Identifies simple problems within a set process; Applies guidelines and processes to solve simple problems; and Refers problems to a supervisor that do not fit guidelines.	Demonstrates competencies from level 1; Shows initiative in suggesting possible solutions to certain problems; Knows when to refer problems to a supervisor for resolution; and Follows up with referral process.	Demonstrates competencies from levels 1 and 2; Demonstrates logical, analytical reasoning and conceptual understanding; Draws on experience and strong general knowledge and shows an ability to ask probing questions in order to understand user needs; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.	Demonstrates competencies from levels 1 to 3; Shows strong conceptual processes and looks for new ways to solve problems; Shows an ability to ask probing questions and elicit pertinent information from users in order to understand their needs; Demonstrates an intuitive grasp of issues and is able to link information; Able to balance detail orientation with 'big picture' thinking; and Involves the appropriate people to resolve complex, inter-departmental problems.	Demonstrates competencies from all levels 1 to 4; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Considers implications and consequences of proposed solutions; Conceptualises possible solutions to problems and weighs solutions against best practice criteria; and Deals effectively with ambiguity, uncertainty and complexity.

3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.	Has basic knowledge about the municipality and Library Services.	Demonstrates competencies from level 1; and Understands how Library Services functions and the relationship with other pertinent areas within the municipality.	Demonstrates competencies from levels 1 and 2; Has knowledge of municipal/provincial legislation relating to Library Services; Is aware of the municipality's priorities and goals; and Contributes toward addressing the municipality's service delivery challenges.	Demonstrates competencies from levels 1 to 3; Understands and internalizes the municipality's priorities and goals; Has in-depth knowledge of the municipality's policies and procedures; and Demonstrates an awareness of the issues impacting service delivery.	Demonstrates competencies from levels 1 to 4; Demonstrates knowledge of the municipality's priorities and goals; Operates within the Municipality's policies and procedures; and Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally.
4. Attention to Detail The ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.	Checks work for errors and omissions; Ensures all tasks are completed timeously; and Accurately and carefully follows established processes and procedures (e.g. shelving and mending of library books).	Demonstrates competencies from level 1; Ensures all details of a task are accomplished; Completes administrative tasks accurately and proofs own work to identify errors or omissions; and Follows through with issues and can be relied upon to meet deadlines.	Demonstrates competencies from levels 1 and 2; Maintains a checklist covering all detail which might be overlooked; Notices errors or problems prior to tasks being completed; and Ensures a high quality output and will initiate action to correct quality issues.	Demonstrates competencies from levels 1 to 3; Completes reports and other documentation accurately and proofs own work to identify errors or omissions; Sets high standards of work performance for self and others; and Accepts responsibility for outcomes and refocuses/reworks tasks when appropriate.	Demonstrates competencies from levels 1 to 4; and Establishes criteria and work procedures to achieve a high level of quality and service.
5. Professional / Technical Proficiency Understands and applies a practical and/or theoretical	Understands the importance of correctly shelved library materials /filed documents;	Demonstrates competencies from level 1;	Demonstrates competencies from levels 1 and 2;	Demonstrates competencies from levels 1 to 3; Displays an eclectic reading background and	Demonstrates competencies from levels 1 to 4; Displays exceptional book knowledge and a

body of knowledge within the Library & Information Services discipline, in order to give effect to the informational, educational and recreational role of the public library service.	<p>Able to use the Dewey Decimal System and alphabet correctly;</p> <p>Understands and applies the correct materials' mending and maintenance techniques, and general cleaning methods; and</p> <p>Displays an active interest in reading and a general knowledge of various subjects.</p>	<p>Able to assist the public with their basic reading and information enquiries;</p> <p>Able to complete electronic data searches and can navigate an electronic library catalogue / information system;</p> <p>Displays awareness of the principles / criteria for collection development and information retrieval;</p> <p>Displays sound knowledge of the reference interview technique; and</p> <p>Displays knowledge of establishing and developing a reading culture.</p>	<p>Displays a wide and general reading background;</p> <p>Understands and applies information retrieval and reader's guidance principles and is able to effectively assist the public;</p> <p>Displays a sound understanding of, and applies principles/criteria relating to, collection development, information retrieval, trends and users' information needs;</p> <p>Able to apply bibliographic knowledge;</p> <p>Understands the service ideals of a public library; and</p> <p>Understands and applies the methodology of establishing users' needs.</p>	<p>a wide general knowledge;</p> <p>Is fully conversant with all aspects of public librarianship, in particular information retrieval and bibliographic knowledge;</p> <p>Displays sound knowledge of and the ability to relate principles and criteria of collection development to a public library's objectives, and responding to community interests and needs; and</p> <p>Demonstrates an ability and drive to integrate the library service with the municipality's strategic goals and objectives in order to improve organizational performance and support efforts to develop the organisation's culture.</p>	<p>conceptual understanding of the value of reading;</p> <p>Is fully conversant with all aspects and underpinning values, of public librarianship / libraries;</p> <p>Able to proactively adapt/influence selection criteria and collection development;</p> <p>Enhances resources sharing within the Department and implements appropriate strategies and procedures;</p> <p>Displays an exceptional knowledge of the reference interview techniques and tools and readers' guidance principles/ techniques;</p> <p>Displays sound knowledge of and the ability to apply the methodology of establishing users' needs in diverse communities; and</p> <p>Ensures that the informational, educational and recreational needs of the clients are met</p>
--	--	---	---	---	---

					through the availability of a comprehensive range of library material and professional services.
PUBLIC SERVICE ORIENTATION					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Is diplomatic and considerate of the needs of the public.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; Encourages and considers inputs of others; and Acknowledges contributions of others.	Demonstrates competencies from levels 1 and 2; Convinces others of his/her ideas without suppressing their views; Acknowledges merits in others' arguments and incorporate in proposals where it is warranted; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; Awareness of how people and municipalities function; and Negotiates skillfully in tough situations with both internal and external stakeholders.	Demonstrates competencies from levels 1 to 4; and Manages the personal interaction with key stakeholders internal and external to the municipality and with relevant public service structures.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Follows instructions and asks questions when issues appear unclear.	Demonstrates competencies from level 1; Attends to messages from others – correctly interprets and responds promptly and appropriately; Adapts communication content and style according to the audience	Demonstrates competencies from levels 1 and 2; Ensures that all communication (both verbal and written) is clear and unambiguous; Uses terms, examples and analogies that are understood by all;	Demonstrates competencies from levels 1 to 3; Correctly interprets messages and responds appropriately (this includes "reading" verbal and nonverbal questions); Prepares considered high quality written communication;	Demonstrates competencies from levels 1 to 4; and Appears comfortable interacting, persuading and influencing management levels within the municipality.

		including managing body language effectively; and Receptive to suggestions and ideas from others.	Delivers messages in a manner that gains support, commitment and agreement; Is able to adjust communication style and format to suit those he/she interacts with (from senior citizens to toddlers and people within the library structure); Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding; Demonstrates conceptual clarity when communicating in written format; and Responds to questions and queries with accurate and complete answers.	Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; and Influences management through persuasion on points of view.	
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Appears professional in interaction with general public and stakeholders; and Engages effectively with general public.	Demonstrates competencies from levels 1 and 2; Establishes a collaborative relationship with the community and general public; Researches needs of clients; and Consults clients and stakeholders on ways to improve the delivery of services.	Demonstrates competencies from levels 1 to 3; Speaks effectively on service delivery matters to the media; Professional in interaction with general public and stakeholders; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from levels 1 to 4; Understands community needs articulated in discussions, surveys, and supports delivery through appropriate interventions; and. Identifies and analyses opportunities where innovative ideas can lead to improved service delivery.

4. Client Orientation and Customer Focus <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Assists with basic queries about the library; and Shows initiative and directs clients to a library professional who can assist with queries.</p>	<p>Demonstrates competencies from level 1; Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.</p>	<p>Demonstrates competencies from levels 1 and 2. Understands the client's issues and seeks information about their current and future requirements; Makes an effort to proactively discuss the clients' information needs and reading experiences; and Implements client satisfaction feedback to ensure provision of quality service.</p>	<p>Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; Ensures that information is provided as quick as possible most of the time; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.</p>	<p>Demonstrates competencies from previous levels</p>
PERSONAL COMPETENCIES					
1. Accountability and Ethical conduct <p>The ability to acknowledge and assume responsibility for one's own work in an ethical manner</p>	<p>Demonstrate a capacity to take decisions about and responsibility for actions and a capacity to take the initiative in addressing any shortcomings found; Conducts self in accordance with organisational values; and Undertakes roles in a sincere and honest manner.</p>	<p>Demonstrates competencies from level 1; and Demonstrate an ability to account for your own actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources where appropriate.</p>	<p>Demonstrates competencies from level 1 and 2; and Demonstrate an ability to work effectively in a team or group, and to take responsibility for one's own decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.</p>	<p>Demonstrates competencies from levels 1 to 3; and Demonstrate an ability to take full responsibility for one's own work, decision making and use of resources and limited accountability for the decisions and actions of others in varied or ill-defined contexts.</p>	<p>Demonstrates competencies from levels 1 to 4; and Demonstrate an ability to operate independently and take full responsibility for one's own work, and where appropriate to account for leading and initiating processes and implementing systems, ensuring good resource management and</p>

					governance practices.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; Continues to attempt to improve, despite setbacks or other constraints; and Able to function effectively under pressure.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Able to function effectively under pressure in a team leadership role.	Demonstrates competencies from levels 1 and 2; Plans and initiates new ways forward; Conduct Scenario planning; Develop contingency plans; Able to function effectively under pressure in changing situations; and Demonstrates effective leadership during crisis.	Demonstrates competencies from levels 1 to 3; Proactively searches the environment to detect situations which might cause setbacks or failures; Able to function effectively under pressure and in volatile, rapidly changing situations; and Demonstrates effective leadership during crisis.	Demonstrates all competencies from levels 1 to 4; and Proactively forecast risks and mitigates accordingly.
3. Management of learning (learning orientation) Ability to acquire knowledge, develop insight, motivate and focus on continuous self-improvement	Demonstrate a capacity to take responsibility for own learning within a supervised environment and a capacity to evaluate own performance against given criteria.	Demonstrate an ability to evaluate one's own performance or the performance of others and to take appropriate action where necessary; and take responsibility for one's own learning within a structured learning process and to promote the learning of others.	Demonstrate an ability to evaluate performance against given criteria, and accurately identify and address one's own task-specific learning needs in a given context, and to provide support for the learning needs of others where appropriate.	Demonstrate an ability to identify, evaluate and address one's own learning needs in a self-directed manner, and to facilitate collaborative learning processes.	Demonstrate an ability to develop one's own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning.
PUBLIC SERVICE ORIENTATION					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates all competencies from level 1; Relates to people at all levels of the organisation and public;	Demonstrates all competencies from level 1 and 2; Convinces others of his ideas without suppressing their views;	Demonstrates all competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful;	Demonstrates competencies from levels 1 to 4.

within and outside of the municipality.		Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others.	Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Sensitive to how people and organisations function.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignments and reports by providing information gathered by standard methods; Demonstrates superior oral and written communication; and Demonstrates superior listening skills.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; Communicates effectively with people at all levels; Able to read situations and interest positions and to respond appropriately; and Handles sensitive one-on-one discussions effectively with staff.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.	Demonstrates competencies from levels 1 to 4; Communicates effectively at senior levels; and Handles media enquiries effectively.

3. Client orientation and Customer Service <p>Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner</p>	<p>Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers and response to client needs timeously; Committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Expedites and commits to turn around time effectively.</p>	<p>Demonstrates competencies from level 1; Professional in interaction with the public and stakeholders; Takes responsibility for providing excellent service quality; and Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction.</p>	<p>Demonstrates competencies from level 1 and 2; and Supports others to take responsibility to deliver excellent customer service.</p>	<p>Demonstrates competencies from levels 1 to 3; Understands the client's issues and seeks information about the current and future requirements; Takes specific and sustained action to implement the client service vision; and Implements client satisfaction feedback to ensure provision of quality service.</p>	<p>Demonstrates competencies from levels 1 to 4; Demonstrate personal commitment to the client service vision through own actions and attitude; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.</p>
MANAGEMENT / LEADERSHIP COMPETENCIES					
1. Direction Setting <p>The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<p>Has a clear sense of his/her own and team goals.</p>	<p>Demonstrates competencies from level 1; Good at establishing clear direction; and Sets out work for others in a well-planned and clear manner.</p>	<p>Demonstrates competencies from levels 1 and 2; Provides a clear sense of purpose and focuses on successful completion of objectives; Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results; Helps to clarify roles and responsibilities of team members; and</p>	<p>Demonstrates competencies from levels 1 to 3; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Moves others to action by translating objectives and goals into day-to-day activities; Guides and motivates others to take actions that support the stated goals and objectives; Recognises and rewards those employees (within his/her discretionary</p>	<p>Demonstrates competencies from levels 1 to 4; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long term goals and produces more than one way of getting there; Is forward thinking and produces innovative ideas; and Initiates and manages change in pursuit of strategic objectives.</p>

			Able to make unpopular decisions, shows strength of character under duress and pressure.	authority) whose actions support the attainment of goals and objectives; Defines roles and responsibilities for team members and clearly communicates expectations; Inspires staff with own behaviour – “walks the talk”.	
2. Coaching and Mentoring The ability to assess skills, performance, and potential of colleagues and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates.	Demonstrates competencies from level 1; Able to identify own development needs; and Shares knowledge and information with peers.	Demonstrates competencies from levels 1 and 2; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages self-reliance and allows staff to make and learn from mistakes.	Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and Actively involved in the retention and development of talent within his/her area of control.	Demonstrates competencies from levels 1 to 4; and Understands municipal needs and formulates and implements development plans, outlining specific performance measures.

<p>3. Impact and Influence (Advocacy Skills) The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<p>Answers basic / directional questions politely and helpfully; and Able to assist with library outreach activities and programmes.</p>	<p>Demonstrates competencies from level 1; Makes a positive impact and comes across as confident and professional; Is respected by colleagues; Influences others effectively using a number of techniques (particularly community members); and Participates in outreach activities and programmes, and assist with promoting the library service.</p>	<p>Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques (particularly community members); Has credibility with staff, management and stakeholders; Uses an in depth understanding of the interactions within a group to move towards a specific agenda; and Displays active involvement with community municipalities, and the ability to successfully establish and maintain professional relationships and partnerships with educational institutions and business.</p>	<p>Demonstrates competencies from levels 1 to 3; Motivates subordinates to accomplish tasks and missions; Able to use a wide range of interpersonal styles and communication methods to gain support for library services within the community; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; Is called upon to mediate conflicts and disagreements; Able to make unpopular decisions if it is in the best interests of the library; Shows a strength of character maintaining performance under duress and pressure; Persuades senior management to adopt and implement proposals; and</p>	<p>Demonstrates competencies from levels 1 to 4; Able to develop internal and external relationships to implement business improvement initiatives and partnerships, and to support the promotion of library services; Able to plan and supervise outreach activities and programs; and Able to promote library services.</p>
---	--	--	--	---	---

LIFE GUARDS COMPETENCY FRAMEWORK

LEVELS	1	2	3
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Lifeguard	Senior Lifeguard	Lifeguard Supervisor
KNOWLEDGE AND SCOPE OF WORK	Undertakes and performs lifeguarding duties at either designated municipal pools or beaches through established team efforts by utilising skills and knowledge to maintain the safety of the public in terms of accepted standards and procedures.	To supervise and control the Lifeguard service at either designated municipal pools or beaches, in conjunction with the direct line manager, by effectively utilising expertise, skills and resources available to ensure a safe, pleasant and harmonious recreational environment.	Performs the full range of activities required of a lifeguard and supervises the number of staff allocated to beaches or municipal pools; and Manages all the operations and administration associated with the efficient and effective running of the lifeguard services at beaches or municipal pools.
EXPERIENCE	No experience required.	Minimum of 2 years professional Lifeguard experience.	3 - 5 years' relevant experience of which 2 years supervisory experience.
QUALIFICATION	Grade 12; Valid Level 2 First Aid certificate or have obtained one within 6 months of appointment; Valid Lifeguard Award or equivalent with current annual retest; Valid Code A motorcycle licence (where applicable); and Valid EB driver's licence (where applicable).	Grade 12; Valid Advanced First Aid Certificate or equivalent; Valid Advanced Lifeguard Award or equivalent with current annual retest; OHSACT Training; Valid appropriate Law Enforcement Qualification (Peace Officer) or willingness to attend relevant training; and Valid Code EB vehicle driver's licence.	Grade 12; Valid Advanced First Aid Certificate or equivalent; Valid Advanced Lifeguard Award or equivalent with current annual retest; OHSACT Training; Valid appropriate Law Enforcement Qualification (Peace Officer) or willingness to attend relevant training; Valid Code EB vehicle driver's licence; and

		For Lifeguards at a beach: Surf Proficiency Award (SPA) Instructor's Certificate or equivalent; Valid Inflatable Rescue Boat (IRB) Driver's certificate; and Valid Skipper's Licence.	Supervisory Skills Training Course Certificate or equivalent. For Lifeguards at a beach: Surf Proficiency Award (SPA) Instructor's Certificate or equivalent; Valid Inflatable Rescue Boat (IRB) Driver's certificate; and Valid Skipper's Licence.
COMPETENCIES			
COMPETENCY LEVELS	1	2	3
CORE PROFESSIONAL COMPETENCIES			
1. Community and Customer Focus Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Answers basic questions politely and helpfully.	Demonstrates competencies from level 1; Understands the client's issues, seeks information about their current and future requirements; Monitors client satisfaction; and Addresses less complicated problems promptly, without being defensive.	Demonstrates competencies from level 1 and 2; Takes specified actions to implement the client service vision; and Implements client satisfaction feedback to ensure provision of quality service.
2. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.	Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions;	Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct;	Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the organisation; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data;

	Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to by laws and procedures as necessary, before making decisions; and Makes good decisions that take account of all relevant factors.	Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusions.	Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that are in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.
3. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.	Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments.	Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached.	Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved.
4. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward.
5. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework;

appropriate to the situation and people being addressed, ensuring a common understanding.		Uses terminology appropriate to the audience.	Captures complex issues clearly and concisely; Conveys alternative view points; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.
6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.	Alert to potential conflicts of interest and follows procedures to deal with conflicts; Understands and follows municipal policies and legislation; Understands resources available in municipality to resolve ethical issues; and Able to identify risks involved in alternative courses of action.	Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising lifeguards.	Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.
FUNCTIONAL COMPETENCIES			
1. By Law Enforcement and Emergency Response Ability to pre-empt or respond to high risk situations.	Attends to problems situations as required; Responds to emergency calls / signals promptly and effectively; Recognises unusual activity and intervenes appropriately; Understands policies and regulations governing lifeguarding; Assesses emergency situations and calls for support as necessary; and Maintains control over individuals transgressing any by-laws.	Demonstrates competencies from level 1; Initiates self-directed activity either at beaches or municipal pools; Controls emergency incidents using standard operating procedures; and Exercises judgement in stressful conditions.	Demonstrates competencies from level 1 and 2; Plans and co-ordinates lifeguard activities during high risk periods; and Maintains confidence and self-control under duress.

PUBLIC SERVICE ORIENTATION COMPETENCIES			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative view points; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction;	Demonstrates competencies from levels 1 and 2;

focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.		Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.).
PERSONAL COMPETENCIES			
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self starter.	Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; and Sets challenging goals.
2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty;

long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.			Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.
MANAGEMENT / LEADERSHIP COMPETENCIES			
1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.
2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information and experiences with peers; Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and Able to identify own development needs.	Demonstrates competencies from level 1 and 2. Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance and direction on how to handle new or difficult situations; Able to identify appropriate training interventions for staff; and Able to understand the underlying causes for poor performance and to provide the appropriate support.

<p>4. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<p>Makes positive impact and comes across as confident professional.</p>	<p>Demonstrates competencies from level 1; Commands respect from peers and managers; and Able to engage and convince various stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.</p>
--	--	--	---

MEDICAL COMPETENCY FRAMEWORKS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Enrolled Nurse Nurse –Enrolled Auxiliary	Professional Nurse Therapist Radiographer	Senior Professional Nurse Clinical Psychologist Clinical Supervisor: Substance Abuse Clinical Nurse Practitioner Senior Therapist	Clinical Medical Officer Senior Medical Officer Medical Doctor
KNOWLEDGE	Performs prescribed clinical procedures.	Renders a comprehensive Primary Health Care service.	Renders a comprehensive Primary Health Care service including adult curative; or manages a small clinic or a unit within a large clinic (> or = 12 nurses).	Applies a wide range of diagnostic and therapeutic clinical management skills; and Manages a large clinic.
EXPERIENCE	Entry level / Enrolled with SANC.	1 - 3 years' relevant experience required.	3 - 5 years' relevant experience required.	5 - 8 years' relevant experience required.
QUALIFICATION	A post matric qualification with preference a Certificate of enrolment with SANC as an Enrolled Nurse.	A relevant tertiary qualification required with preference in a Diploma / Degree as General Nurse & Midwife; Registration with the SANC; and Computer literacy: MS Office	A relevant tertiary qualification with preference in a Diploma / Degree as General Nurse & Midwife; Registration with the SANC; and Computer literacy: MS Office	A relevant tertiary qualification with preference in a Diploma / Degree as General Nurse & Midwife; Registration with the SANC. MBCHB; and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Interpersonal and Communication Skills Demonstrates interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and professional associates.	Demonstrates effective and appropriate verbal, non-verbal and written communication skills in a variety of professional settings.	Demonstrates competencies from level 1; Creates and sustains a therapeutic and ethically sound relationship with patients; Uses effective listening skills when communicating with patients; Elicits and provides information using effective nonverbal, explanatory, questioning and writing skills; and Works effectively with others as a member or leader of a health care team.	Demonstrates competencies from levels 1 and 2; and Demonstrates a commitment to working in collaborative groups in all aspects of health care.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective communication and people management skills that can be used in a variety of health care settings.
2. Professionalism Demonstrates a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.	Demonstrates sensitivity and responsiveness to patients' culture, age, gender and disabilities.	Demonstrates competencies from level 1; Demonstrates respect, compassion and integrity; Responsive to the needs of patients and society that supersedes self-interest; Accountable to patients, society and the profession; and Demonstrates a commitment to excellence and ongoing professional development.	Demonstrates competencies from levels 1 and 2; Demonstrates a commitment to ethical principles pertaining to provision or withholding of clinical care; Ensures maintenance of patient confidentiality; and Ensures that informed consent to treatment is obtained.	Demonstrates competencies from levels 1 to 3; and Promotes respect, compassion and integrity and the responsiveness to the needs of patients and society.

3. Systems-Based Practice Demonstrates an awareness and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.	Understands how patient care and other professional practices affect other health care professionals, Health Services and the larger society; and Understands how elements of the system affect their own practice.	Demonstrates all competencies from level 1; and Advocates for quality patient care and assists patients in dealing with system complexities.	Demonstrates all competencies from levels 1 and 2; and Practices cost-effective health care and resource allocation that does not compromise quality of care.	Demonstrates all competencies from levels 1 to 3; Knows how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources; and Knows how to partner with health care managers and providers to assess, coordinate and improve health care and how these activities can affect system performance.
FUNCTIONAL COMPETENCIES				
1. Patient Care Provides patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.	Communicates effectively with patients; Demonstrates caring and respectful behaviours when interacting with patients and their families; and Gathers essential and accurate information about patients according to set protocols.	Demonstrates competencies from level 1; Makes informed decisions about diagnostic and therapeutic interventions based on patient preferences, up-to-date scientific evidence and clinical judgement; Develops and carries out patient management plans; and Counsels and educates patients and their families.	Demonstrates competencies from levels 1 and 2; Uses information technology to support patient care decisions and patient education; and Performs competently all medical procedures considered essential for the area of practice.	Demonstrates competencies from levels 1 to 3; and Provides health care services aimed at preventing health problems or maintaining health work with health care professionals, including those from other disciplines, to provide patient-focused care.
2. Medical Knowledge Demonstrates knowledge about established and evolving biomedical, clinical and cognate (e.g. epidemiological and socio-behavioural) sciences and the	Demonstrates an investigative and analytic thinking approach to clinical situations.	Demonstrates competencies from level 1; Knows and applies the basic and clinically supportive sciences which are appropriate to their discipline;	Demonstrates competencies from levels 1 and 2; and Create appropriate diagnostic and therapeutic management strategies for patient with common issues arising for	Demonstrates competencies from levels 1 to 3; and Develop intervention plans based on an understanding of current scientific knowledge as applied to health problems.

application of this knowledge to patient care.		Demonstrates the ability to perform complete and appropriately focused exams in a respectful, logical and organised manner; Solves clinical problems using deductive reasoning; Performs routine technical procedures; and Determine physical diagnosis while recognising specific clinical and ethical issues and using cultural competence with diverse populations.	both acute and chronic care needs.	
3. Practice-Based Learning and Improvement Investigates and evaluates patient care services, appraise and assimilate scientific evidence and improve patient care practices.	Understands how medical professionals assist patients in dealing with system complexities by advocating for quality patient care.	Demonstrates competencies from level 1; Analyses practice experience and performs practice-based improvement activities using a systematic methodology; and Uses information technology to manage information, access on-line medical information and support own education.	Demonstrates competencies from levels 1 and 2; Locates, appraises and assimilates evidence from scientific studies related to patients' health problems; Obtains and uses information about population from which patients are drawn; and Applies knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.	Demonstrates competencies from levels 1 to 3; and Facilitates the learning of students and other health care professionals.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders;	Demonstrates competencies from levels 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate	Demonstrates competencies from levels 1 to 3; Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and

		Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	in proposals where it is merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	accurately restate their opinions, even when not agreement; and Sensitive to how people and municipality function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates good oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from levels 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at all levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from levels 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial and technical constraints.	Demonstrates competencies from levels 1 to 3; Establishes a collaborative relationship with the community; Manages community expectations within financial and technical constraints; and Speaks effectively on service delivery matters to the media.

4. Customer Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Understands the client's issues Demonstrates competencies from level 1 and 2; Seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.)	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; and Pushes self and motivates others for results.	Demonstrates competencies from levels 1 and 2; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Sets challenging goals; and Relentlessly pursues project objectives.
2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively;	Demonstrates competencies from levels 1 and 2; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively;	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

	Continues to attempt to improve, despite setbacks or other constraints.	Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Responds constructively to adverse situations and has calming influence on others; Continues to attempt to improve, despite setbacks or other constraints; and Plans and initiates new ways forward.	
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; and	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.

		Seeks ongoing support for own limitations (e.g. from coach or mentor).		
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Uses influence to achieve objectives; and Effectively influences senior management.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on

				successful completion of objectives; and Organises resources and inspires others towards focussed performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates.	Demonstrates competencies from level 1; and Able to identify own development needs.	Demonstrates competencies from levels 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Understands requirements for professional development of medical professionals; Able to develop appropriate training interventions; and Able to understand the underlying causes for non- or poor performance and to provide the appropriate support.	Demonstrates competencies from levels 1 to 3; Actively involved in the retention and development of talent within the municipality; Leads by example; Develops and implements appropriate development programmes for medical professionals; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly lookout for training opportunities for medical staff.

PHARMACEUTICAL COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Pharmacist Assistant (Basic)	Post-basic Pharmacist Assistant Post-basic Pharmacist Assistant (PHC)	Pharmacist Technician (PT) Pharmacist/Senior	Pharmacy Operational Manager Senior Manager (Pharmaceutical Services)
KNOWLEDGE	Performs prescribed pharmaceutical procedures.	General support and assistance to pharmaceutical services	Comprehensive pharmaceutical services	Management of pharmaceutical services
EXPERIENCE	12 months relevant experience	2 year relevant experience working as a Post Basic Pharmacist Assistant	3 - 5 years' relevant experience required	5 - 8 years' relevant experience required
QUALIFICATION	Basic Pharmacist Assistant Certificate; and Registration with the South African Pharmacy Council (SAPC) in terms of Act 53 of 1974.	Post-Basic Pharmacists Assistant Certificate; Registration with the South African Pharmacy Council (SAPC) in terms of Act 53 of 1974; and Computer literacy: MS Office	Pharmacist Technician: Pharmacist Technician: 2 year Diploma: Pharmacy Technician; Registration with SAPC as Pharmacy Technician; and Computer literacy: MS Office Pharmacist: Bachelor of Pharmacy Degree Registration with SAPC as Pharmacist; and Computer literacy: MS Office	Bachelor of Pharmacy Degree Registration with SAPC as a Responsible Pharmacist; and Computer literacy: MS Office

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Interpersonal and Communication Skills Demonstrates interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and professional associates.	Demonstrates effective and appropriate verbal, non-verbal and written communication skills in a variety of professional settings.	Demonstrates competencies from level 1; Creates and sustains ethically sound relationships with patients; Uses effective listening skills when communicating with patients; Elicits and provides information using effective nonverbal, explanatory, questioning and writing skills; and Works effectively with others.	Demonstrates competencies from levels 1 and 2; and Demonstrates a commitment to working in collaborative groups in all aspects of pharmaceutical and health care.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective communication and people management skills that can be used in a variety of pharmaceutical and health care settings.
2. Professionalism Demonstrates a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.	Demonstrates sensitivity and responsiveness to patients' culture, age, gender and disabilities.	Demonstrates competencies from level 1; Demonstrates respect, compassion and integrity; Responsive to the needs of patients and society that supersedes self-interest; Accountable to patients, society and the profession; and Demonstrates a commitment to excellence and ongoing professional development.	Demonstrates competencies from levels 1 and 2; Demonstrates a commitment to ethical principles pertaining to provision or withholding of pharmaceutical services and care; Ensures maintenance of patient confidentiality.	Demonstrates competencies from levels 1 to 3; and Promotes respect, compassion and integrity and the responsiveness to the needs of patients and society.
3. Systems-Based Practice Demonstrates an awareness and responsiveness to the larger context and system of	Understands how patient care and other professional practices affect other health care professionals, Health and	Demonstrates all competencies from level 1; and Advocates for quality patient care and assists patients in	Demonstrates all competencies from levels 1 and 2; and Practices cost-effective pharmaceutical and health	Demonstrates all competencies from levels 1 to 3; Knows how types of pharmaceutical and medical

pharmaceutical and health care and the ability to effectively call on system resources to provide support that is of optimal value.	Pharmaceutical Services and the larger society; and Understands how elements of the system affect their own practice.	dealing with system complexities.	care and resource allocation that does not compromise quality of care.	practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources; and Knows how to partner with pharmaceutical service providers and health care managers to assess, coordinate and improve care and how these activities can affect system performance.
FUNCTIONAL COMPETENCIES				
1. Patient Care Provides patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.	Communicates effectively with patients; Demonstrates caring and respectful behaviours when interacting with patients and their families; and Gathers essential and accurate information about patients according to set protocols.	Demonstrates competencies from level 1; Makes informed decisions about diagnostic and therapeutic interventions based on patient preferences, up-to-date scientific evidence and clinical judgement; Develops and carries out patient management plans; and Counsels and educates patients and their families.	Demonstrates competencies from levels 1 and 2; Uses information technology to support patient care decisions and patient education; and Performs competently all procedures considered essential for the area of practice.	Demonstrates competencies from levels 1 to 3; and Provides pharmaceutical services aimed at preventing health problems or maintaining health work with health care professionals, including those from other disciplines, to provide patient- focused care.
2. Medical Knowledge Demonstrates medical and pharmaceutical services knowledge relating to established and evolving biomedical, clinical and cognate (e.g. epidemiological and socio-behavioural) sciences and the application of this knowledge to patient care.	Demonstrates an investigative and analytic thinking approach to clinical / medical situations.	Demonstrates competencies from level 1; Knows and applies the basic and clinically supportive sciences which are appropriate to their discipline; Demonstrates the ability to perform complete and appropriately focused assessment of described ailments and medical needs in	Demonstrates competencies from levels 1 and 2; and Create appropriate health management strategies for patient care and needs management with common issues arising for both acute and chronic care needs.	Demonstrates competencies from levels 1 to 3; Manage pharmaceutical knowledge integration to health care practices; and Develop intervention plans based on an understanding of current scientific knowledge as applied to health problems.

		a respectful, logical and organised manner; Select appropriate responses to patient needs and clinical problems described using deductive reasoning; Performs routine technical procedures; and Determine assessment of ailments and medical needs described while recognising specific clinical and ethical issues and using cultural competence with diverse populations.		
3. Pharmaceutical Practice-Based Learning and Improvement Investigates and evaluates patient care services, appraise and assimilate scientific evidence and improve patient care practices.	Understands how pharmacists and medical professionals assist patients in dealing with system complexities by advocating for quality patient care.	Demonstrates competencies from level 1; Analyses practice experience and performs practice-based improvement activities using a systematic methodology; and Uses information technology to manage information, access on-line medical information and support own education.	Demonstrates competencies from levels 1 and 2; Locates, appraises and assimilates evidence from scientific studies related to patients' health problems and relevant medicine scientifically researched; Obtains and uses information about the population from which patients are drawn; and Applies knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.	Demonstrates competencies from levels 1 to 3; and Facilitates the learning of students and other pharmacists.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships	Able to establish rapport and gets on with others; Communicates effectively; and	Demonstrates competencies from level 1; Relates to people at all levels of the municipality;	Demonstrates competencies from levels 1 and 2;	Demonstrates competencies from levels 1 to 3;

with people within and outside of the municipality.	Acknowledges contributions of others.	Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Ability to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Sensitive to how people and municipality function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates good oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from levels 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at all levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; Keeps commitments and promises in undertaking tasks and meeting deadlines; and	Demonstrates competencies from levels 1 and 2; Engages effectively with general public;	Demonstrates competencies from levels 1 to 3; Establishes a collaborative relationship with the community;

processes in order to achieve municipal goals.		Professional in interaction with general public and stakeholders.	Understands and articulates community needs in sector plans; and Manages community expectations within financial and technical constraints.	Manages community expectations within financial and technical constraints; and Speaks effectively on service delivery matters to the media.
4. Customer Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Understands the client's issues Demonstrates competencies from level 1 and 2; Seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.)	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; and Pushes self and motivates others for results.	Demonstrates competencies from levels 1 and 2; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Sets challenging goals; and Relentlessly pursues project objectives.

2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; Continues to attempt to improve, despite setbacks or other constraints; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.

5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Uses influence to achieve objectives; and Effectively influences senior management.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.

3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from levels 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates.	Demonstrates competencies from level 1; and Able to identify own development needs.	Demonstrates competencies from levels 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Understands requirements for professional development of medical professionals; Able to develop appropriate training interventions; and Able to understand the underlying causes for non- or poor performance and to provide the appropriate support.	Demonstrates competencies from levels 1 to 3; Actively involved in the retention and development of talent within the municipality; Leads by example; Develops and implements appropriate development programmes for medical professionals; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly lookout for training opportunities for medical staff.

OPERATIONAL OCCUPATIONS COMPETENCY FRAMEWORK

LEVELS - FOUR DIFFERENT CAREER STREAMS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Operational Stream e.g.: Worker / Labourer Senior Worker / Senior Labourer	Specialised Operational Stream e.g.: Handyman Senior Handyman	Operators e.g.: Light Equipment Operators Small Plant Operators Mechanical Plant Operators	Drivers e.g.: Driver Grade1 Driver Grade 2 Driver Grade 3 Driver – Special Category Chauffeur
KNOWLEDGE AND SCOPE OF WORK	Performs basic, routine functions. Follows basic instructions. Performs basic, routine maintenance; and Manual functions e.g. digging, sweeping, lifting, packing, cleaning, tea-making, operating levers.	Handyman repairs, maintains, assembles and disassembles equipment. Minor building and fabricating. Uses appropriate tools; Senior Handyman performs more advanced / multi skilled trade related functions e.g. construction and fabricating. Does not do diagnosis or design; and All can work independently or under supervision of an artisan. Handyman / senior handyman could supervise one of more workers.	Operating various plant such as lawn mowers, compactors, jack-hammers, small tractors, small compressors, generators, cement mixers, pumps, high-pressure hoses, chainsaws, bush-chippers, tractors, hauler or dump-body, compactor land-fill, loader, front-end, fork-lift, aquatic weed harvester, chip spreader, overhead track clamshell crane. Also performs basic maintenance on mechanical plant.	Grade 1 - Performs driving duty of a motor car, motor bike, LDV, mini-bus; Grade 2 - medium to heavy vehicles, (e.g. trucks – non-articulated); Grade 3 - heavy vehicles (e.g. articulated trucks); and Special category – Heavy vehicles which have specialised lifting or loading equipment and may convey hazardous materials; operate mechanical plant e.g. excavator – hydraulic crawler; excavator – hydraulic pneumatic; excavator – drag line, heavy and light grader (final levels).

				Chauffeur - knowledge of protocol and etiquette standards; must have knowledge of processes and actions in providing protection services and duties.
EXPERIENCE	0 - 1 years' experience required.	Handyman – 0-1 years' experience required; and Senior Handyman – 1-2 years' experience required.	Light Equipment – 0-1 year; Small Plant – 0-1 year; and Mechanical Plant – 1-2 years.	Grade 1 – 0-1 year; Grade 2 – 1-2 years; Grade 3 – 1-2 years; Special category – Minimum 3 years relevant; and Chauffeur – 2 -3 years relevant.
QUALIFICATION	Basic literacy.	Minimum Grade 10.	Light Equipment – Basic Literacy at NQF level 1. Departmental Proficiency Test; Small Plant – Basic Literacy at NQF level 1. Departmental Proficiency Test; and Mechanical Plant – Drivers licence code 14 (EB and EC) to code 8 (B). Departmental proficiency test.	Grade 1 – Basic literacy. Drivers licence code A and B (Former code 08); Grade 2 – Basic literacy. Driver's licence code C, plus a PDP; Grade 3 – Basic literacy. Driver's licence code EB and EC, plus a PDP; Special category – Basic literacy. Driver's licence code 14 plus proficiency certificate for operating truck mounted equipment; and

				Chauffeur – Grade 12 (Matric) Code EB Driver's License First Aid Course Advanced Driving Course Protocol and Etiquette Training Course Physical Training Course Firearm Proficiency (where required) Basic training (law enforcement / policing – where required) NOTE: All drivers require proficiency certificate to drive a municipal vehicle.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
FUNCTIONAL/PROFESSIONAL COMPETENCIES – Operational and Specialised Operational Streams				
	Operational Worker	Specialised Operational		
1. Managing Work General labouring activities. Coordinating work with the work schedules of others, i.e. contractors, etc.	Performs routine work; Takes basic instruction; Performs digging, sweeping, lifting, packing, cleaning, tea-making, operating levers; and Performs basic implements.	Demonstrates competence in level 1; Performs manual functions; Oversees a group of Workers, to ensure Workers comply with basic instructions; and Performs more complex implements.		
2. Work Place Safety Safety around the workplace / workspace. Ensures work area and work space is clean.	Keeps tools safe; and Stores tools.	Demonstrates competence in level 1; and Ensures work areas are safe and reports safety issues.		

3. Task Accountability The ability to understand and follow basic instructions and be held accountable for task accomplishment.	Understand signs; Fill in a timesheet; and Follow a work-roster.	Demonstrates competence in level 1; Read a work-roster; and Lead work according to work roster.		
4. Quality Orientation Tools and equipment storage and care. Ensures that tools is secured, stored and used according to specifications.	Use tools safely; and Stores tools safely.	Demonstrates competence in level 1; Issues tools; Complies with basic instructions; and Oversees workers.		
5. Oral Communication Interact with co-workers to coordinate work. Interact with supervisors to receive work assignments.	Communicates basic instructions to peers; and Receive and understand instructions correctly.	Demonstrates competence in level 1; Communicates more complex instructions to workers; and Receive and understand instructions correctly.		
FUNCTIONAL/PROFESSIONAL COMPETENCIES – Operators				
	Small Plant	Light Equipment	Mechanical Plant	
Operation Monitoring Watching gauges, dials, or other indicators to make sure a machine is working properly. PLANT OPERATORS Small Plant, Light Equipment; and Mechanical Plant.	Small plant: Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating small plant and hand held tools, (e.g. weed-eater, bush-whacker, all lawnmowers, light drills in accordance with laid down instructions.	Light equipment: Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating small plant and hand held tools (e.g., a jack hammer, compactors, small tractors, small compressors, generators, cement mixers, pumps, high-pressure hose, chainsaw, bush-chipper in accordance with laid down instructions.	Mechanical plant: Shows a satisfactory level of technical expertise to perform tasks and activities associated with general maintenance and repair work, operating plant (e.g., tractor, hauler or dump-body, compactor land-fill, loader, front-end, fork-lift, aquatic weed harvester, chip spreader, overhead track clamshell crane. Performs basic maintenance on mechanical plant and in accordance with laid down instructions.	

2. Quality Control Analysis Conducting tests and inspections of products, services, or processes to evaluate quality or performance.	Able to perform routine checks on small plant, (e.g. oil levels and tyre pressures; and Attends to minor defects.	Able to perform more in-depth checks and inspections on light plant, (e.g. general overall quality and usability of equipment.	Able to perform more in-depth inspections on mechanical plant, (e.g. general overall quality and usability of equipment and hydraulic fluid levels).	
3. Operation and Control Controlling operations of equipment or systems.	Demonstrates discipline specific skills and knowledge in the area of expertise; and Takes charge of own equipment and tools within an assigned work area	Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work.	Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work.	
4. Troubleshooting Determining causes of operating errors and deciding what to do about it.	Takes responsibility for own tools and equipment; Performs routine maintenance; and Report faults or malfunction.	Takes responsibility for own tools and equipment; Performs routine maintenance; and Report faults or mal-function.	Takes responsibility for own tools and equipment; Performs advanced maintenance and troubleshooting; Able to use all job related equipment; Report faults or mal-function; and Function with minimal supervision.	
5. Work Place Safety Promotes the principles of Occupational Health and Safety.	Adheres to Health and Safety rules; Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; Wears all safety clothing and safety equipment; and Has general knowledge of the procedures of identifying unsafe conditions, hazardous materials and imminent danger.	Adheres to Health and Safety rules; Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; Wears all safety clothing and safety equipment; and Has general knowledge of the procedures of identifying unsafe conditions, hazardous materials and imminent danger.	Identifies serious violations of mandatory standards; Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; Wears all safety clothing and safety equipment; and Has advanced knowledge of the procedures of identifying unsafe conditions, hazardous materials and imminent danger.	

6. Planning and Organising The ability to plan broad activities within specific timeframes and then to execute these activities according to plan.	Plans routine activities in line with a pre-determined work-schedule; Able to analyse roadmaps to develop perceptual, predictive driving decisions; and Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws.	Plans work according to established projects; Coordinates work within own working team; Able to analyse roadmaps to develop perceptual, predictive driving decisions; and Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws.	Plans work according to established projects; Coordinates work within broader working teams and working units; Able to analyse roadmaps to develop perceptual, predictive driving decisions; and Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws.	
FUNCTIONAL/PROFESSIONAL COMPETENCIES – Drivers				
	Driver grade 1	Driver grade 2	Driver grade 3 / Special Category	Chauffeur
Vehicle Safety Preparing the car / truck / bakkie and its occupants for the journey. Make sure the vehicle is safe and roadworthy. Complies with road signals, signage and road markings. DRIVERS Grade 1; Grade 2; Grade 3 / Special Category; and Chauffeur.	Safely operate a vehicle (car) in a public traffic system; Ensures the vehicle is safe; Moves off and drive; Uses driving procedures and navigate the road system; and Uses instruments and switches.	Safely operate a vehicle (minibus / bakkie) in a public traffic system; Makes sure the vehicle is safe; Moves off and drive; Uses driving procedures and navigate the road system; and Uses instruments and switches.	Safely operate a vehicle (truck) in a public traffic system; Makes sure the vehicle is safe; Moves off and drive; Uses driving procedures and navigate the road system; and Uses instruments and switches.	Safely operate a special motor vehicle in a public traffic system; Makes sure the vehicle is safe to drive and secured from any possible intrusions; Moves off and drive; Uses driving procedures and navigate the road system; and Uses instruments and switches.
2. Driving Behaviour Guiding and controlling the car / truck / bakkie. Using the road in accordance with governing traffic laws. Interacting appropriately with other road-users.	Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility;	Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility;	Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility;	Able to adjust to the prevailing driving conditions; Avoids difficult driving conditions; Adjusts driving for poor visibility;

	Makes safe driving decisions; and Operates vehicle with no attachments.	Makes safe driving decisions; and Operates vehicle with no attachments.	Makes safe driving decisions; and Operates vehicle with no attachments.	Makes safe driving decisions; and Operates vehicle with no attachments.
3. Learning Orientation Continually reviewing and adjusting driving behaviour. Learn from experience.	Continuously improving own driving behaviour; Keeps up with changing traffic laws; Able to follow written and verbal instructions for driving; Able to comprehend road maps; and Able to interpret and comply with road safety rules.	Continuously improving own driving behaviour; Keeps up with changing traffic laws; Able to follow written and verbal instructions for driving; Able to comprehend road maps; Able to interpret and comply with road safety rules; Exercises good judgement of height, length and weight of vehicle; and Judges overhead and side clearances and load variances.	Continuously improving own driving behaviour; Keeps up with changing traffic laws; Able to follow written and verbal instructions for driving; Able to comprehend road maps; Able to interpret and comply with road safety rules; Able to operate vehicles with air brakes; Able to operate vehicles with special purpose accessory equipment; and Able to determine manner and sequence of loading / unloading cargo (e.g. Construction materials).	Continuously improving own driving behaviour; Keeps up with changing traffic laws; Able to follow written and verbal instructions for driving; Able to comprehend road maps; Able to interpret and comply with road safety rules; and Able to operate vehicles with special purpose.
4. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.	Performs general checks ahead of a driving trip, (e.g. tyre pressure; current, valid registration sticker; windscreen; lights and horn in working order; body work and vehicle log book). Able to perform safety inspections, recognise and report mechanical problems and performs preventative maintenance; Displays detailed understanding of procedures	Performs general checks ahead of a driving trip, (e.g. tyre pressure; current, valid registration sticker; windscreen; lights and horn in working order; body work and vehicle log book); Able to perform safety inspections, recognise and report mechanical problems and performs preventative maintenance; Displays detailed understanding of procedures	Performs general checks ahead of a driving trip, (e.g. tyre pressure; current, valid registration sticker; windscreen; lights and horn in working order; body work and vehicle log book); Able to perform safety inspections, recognise and report mechanical problems and performs preventative maintenance;	Performs general checks ahead of a driving trip, (e.g. tyre pressure; current, valid registration sticker; windscreen; lights and horn in working order; body work and vehicle log book); Able to perform safety inspections, recognise and report mechanical problems and performs preventative maintenance; Displays detailed understanding of procedures

	to take when involved in an accident; and Reports defective vehicles to minimise safety risks.	to take when involved in an accident; and Reports defective vehicles to minimise safety risks.	Leads subordinates in the performance of task related duties; Displays detailed understanding of procedures to take when involved in an accident; and Reports defective vehicles to minimise safety risks.	to take when involved in an accident; and Reports defective vehicles to minimise safety risks.
PUBLIC SERVICE ORIENTATION COMPETENCIES – ALL OPERATIONAL CAREERS AND ALL LEVELS				
1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Shows a commitment to excellence and quality; Is friendly and responsive to community members/public; Engages effectively with the general public and clients (operators and drivers); and Understands and articulates client needs (operators and drivers).			
2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Gets on with others; Communicates effectively; Co-operates with others; Appears optimistic and positive; Acknowledges contributions of others; Acknowledge merits in others arguments (operators and drivers); and Negotiates skilfully in tough situations (operators and drivers).			
3. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Able to understand basic verbal instructions from supervisors and colleagues; Checks own understanding of tasks and expectations to avoid making mistakes; Understands basic technical jargon. Can translate technical information into terms that are understood; Responds to questions with accurate and complete answers; Communicates effectively both verbal and written (operators and drivers); Is able to compile routine correspondence / documents and keeps relevant record (operators and drivers); and Uses appropriate style and format to communicate to internal and external clients (operators and drivers).			

PERSONAL COMPETENCIES – ALL OPERATIONAL CAREERS AND ALL LEVELS	
1. Action Orientation The ability to stay focused on a task, to be energetic, persistent and reliable.	Shows enthusiasm to take on tasks; Enjoys working hard Shows initiative; Displays a drive to do things better; Inspires others / team through own actions and attitude to perform; and Pushes self and motivates others for results (operators and drivers).
2. Resilience The ability to persist with actions / work deliverables despite obstacles.	Accepts criticism about performance in stride, while maintaining work standards; Handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.
3. Accountability and Ethical Conduct Ability to display standards of ethical and moral conduct to promote trust and to adhere to codes of good practice.	Conducts self in accordance with organisational values; Demonstrates honesty, keeps commitments and behaves in a consistent manner; Takes responsibility for own actions; and Treats all colleagues with equal respect.
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Seeks ongoing support for own limitations (e.g. from supervisor or colleague); Learns from experience – does not repeat mistakes; and Understands own strengths and weaknesses and takes action to close knowledge / skills gap (operators and drivers).
5. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Deserving of respect from peers and supervisors; Makes positive impact and comes across as confident and competent; Tactfully confronts and corrects others when necessary; Fosters team work and collaboration (operators and drivers); and Has credibility with staff (operators and drivers).
6. Team Orientation The capacity to promote a cooperative climate in working with others to achieve a shared goal.	Co-operates and works well with others; Shows consideration towards others; Seen to be reliable and dependable; Shows initiative and confidence in dealing with others; and Participates actively as a member of a team.

PLANNING COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Spatial Planner Assistant Urban Designer Assistant Town / Land Use Planner	Spatial Planning Specialist Spatial Planner Urban Designer Town / Land Use Planner	Senior Spatial Planning Specialist Senior Spatial Planner Senior Urban Designer Senior Town / Land Use Planner	Principal Spatial Planning Specialist Principal Spatial Planner Principal Urban Designer Principal Town / Land Use Planner
KNOWLEDGE AND SCOPE OF WORK	Applies basic concepts and knowledge to the Planning function; Could assist more senior planning staff in facilitating processes, liaison with clients, and preparing reports and information; Technical knowledge and skill for drafting urban design plans and utilisation of related software; and Work is closely monitored while still developing proficiency in the planning discipline.	Applies a body of theoretical knowledge to the Planning function; Facilitates the implementation of programs, processes and systems; Prepares reports; Could assist a Senior Spatial Planner or Senior Urban Designer; Provides specialist advice to clients; Technical knowledge and skill for drafting urban design plans and utilisation of related software; and Work is monitored while proficiency has been developed	Performs the full range of functions required within the Planning discipline; Could supervise a number of staff and / or mentor other Planners or Designers; Activities are typically complex, they apply complex analysis to divergent problems with an emphasis on analysis; Often involved in and could lead projects and provide advice or information of a specialist nature; and Applies an integrated body of knowledge.	Plays a wide ranging research, problem solving, design and standard setting role and / or more focused research problem solving role; Participates in, plans and leads projects; Supervises and / or co- ordinates more junior Planning staff; and High level specialist / consultant or project leader within a Planning Unit.

		and is currently gaining experience.		
EXPERIENCE	0 - 2 years relevant experience required.	2 - 5 years relevant experience required.	5 - 8 years' relevant experience required.	8 years or more relevant experience required.
QUALIFICATION	Relevant tertiary qualification preferably a B Degree / National Diploma in Architecture / Urban Design or equivalent Planning Degree; Working towards registration as a professional planner / architect / urban designer i.e. candidate member; and Computer literacy: MS Office	Relevant tertiary qualification preferably a B Degree / National Diploma in Architecture / Urban Design or equivalent Planning Degree; Working towards or completed registration as a professional planner / architect / urban designer i.e. candidate member; and Computer literacy: MS Office	Relevant tertiary qualification preferably an Honours Degree in Urban Design or equivalent Planning degree; and Registration as a professional planner / architect / urban designer. Computer literacy: MS Office	Relevant tertiary qualification preferably a Masters' Degree in Urban Design or equivalent Planning degree; and Registration as a professional planner / architect / urban designer. Computer literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensure that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Demonstrates competencies from level 1; Reviews progress and shares information; gets feedback on results from those directly involved; Is able to get more things done whilst using fewer resources to achieve this; Can execute by mobilizing activities simultaneously and not duplicating; Consistently attains targets and goals as planned; and	Demonstrates competencies from levels 1 and 2; Establish a system to follow up on projects / tasks / assignments; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notifies errors or problems prior to projects being completed;	Demonstrates competencies from levels 1 to 3; Ensures project monitoring mechanisms are in place; Manages and controls issues / concerns raised during the management of projects / deliverables; and Assigns appropriate resources to take ownership of the monitoring of results.

		Delivers activities and plans as scheduled.	Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.	
2. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Communicates effectively; Shows consideration when working with others; and Accurately captures details of meetings and proceedings for formal record.	Demonstrates competencies from level 1; Shows confidence in engaging with internal and external stakeholders; Establishes clear mandate for negotiations; Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation; Understands negotiation methodology and processes; Negotiates objectively and focuses interaction on the relevant issues; Builds common ground by pointing out areas of agreement, focuses efforts by pointing out areas of disagreement; Is able to analyse and apply the terms of agreements; and	Demonstrates competencies from levels 1 and 2; Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process; Wins concessions without damaging relationships; Can be direct, but still maintains a high degree of diplomacy and politeness; Stays focussed on resolving the deadlocks and avoids personal issues and attacks; Presents and seeks practical, fair and equitable solutions or positive course of action; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.	Demonstrates competencies from levels 1 to 3; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.

		Shows high levels of integrity and confidentiality in dealing with sensitive information.		
3. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.	Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and Measures progress and monitors performance and results.	Demonstrates competencies from level 1; Sets short term and longer term project plans and cascades it to the work team and individual performance objectives; Conceptualizes options; Identifies and allocates resources; Develops contingency plans for potential problems; and Sets goals and objectives relevant to the function and focuses on the customers' needs.	Demonstrates competencies from levels 1 and 2; Develops integrated plans for the work unit and that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results; Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Develops scenarios on projects; and Assists others to plan and organise their work.	Demonstrates competencies from levels 1 to 3; Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; Develops partnership agreements that ensures win – win outcomes for all parties; and Projects and forecasts short, medium and long term needs for the municipality.

FUNCTIONAL COMPETENCIES				
<p>1. Spatial Planning</p> <p>Spatial Planning competencies relate to an individual's ability to utilise scientific disciplines, administrative techniques and interdisciplinary coordination to facilitate balanced regional development and the physical organisation of space in support of the municipality's long term strategy and development objectives.</p>	<p>Displays an understanding of plans and policies, techniques, methodologies and forms of research that inform policy and plan making;</p> <p>Demonstrates an understanding of City Planning related legislation and policies;</p> <p>Able to analyse and evaluate the economic, social, historic and environmental factors that shape and influence planning responses;</p> <p>Displays sound research ability;</p> <p>Is able to analyse and synthesize knowledge to support planning initiatives; and</p> <p>Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality.</p>	<p>Demonstrates competencies from level 1;</p> <p>Able to develop / prepare spatial plans;</p> <p>Displays a thorough understanding of the planning theory and principles;</p> <p>Displays detailed understanding of the legal frameworks and political, environmental and social economic situation within the municipality;</p> <p>Demonstrates ability and responsibility for enforcement of City Planning related legislation and policies;</p> <p>Understanding of service delivery issues (housing, water, electrification, roads and storm water) and is able to develop plans that support the municipality in fulfilling its service delivery goals;</p> <p>Develops creative solutions to the municipality's spatial development problems. Is able to analyse planning problems and recommend appropriate course of action;</p> <p>Identifies implementation opportunities and mechanisms for action areas;</p> <p>Understands and weighs up financial implications of planning propositions; and</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Able to translate the vision for the municipality into appropriate land use and spatial plans;</p> <p>Creates the context and policy content for planning zones and precincts (public open spaces, green belts, etc.);</p> <p>Able to formulate policy responses to defined problems;</p> <p>Uses innovative approaches and techniques and researches a range of information sources;</p> <p>Critically analyses and evaluates the impacts of planning proposals on the municipality, and on municipal services plans;</p> <p>Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities;</p> <p>Displays an in-depth knowledge of national policy and legislation impacting on municipal planning; and</p> <p>Displays in-depth understanding of Provincial and National Planning programmes and priorities and is able to translate into</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Is recognised as a specialist or subject matter expert and is sought after to inform intergovernmental (Provincial and National) planning initiatives (Provincial Growth and Development Strategies);</p> <p>Displays specialist knowledge in areas of planning and has detailed knowledge of regional, provincial and national planning contexts; and</p> <p>Able to deal with high levels of complexity and ambiguity and is sought after to lead projects of regional and or national importance (urban renewal projects).</p>

		Able to contribute to planning policy documents and processes at different scales (Metropolitan, District, Neighbourhood etc.) – typically Municipal Spatial Development Frameworks regional / district interpretations of the MSDF and localised precinct plans.	planning initiatives for the municipality (PGDS and other programme.	
<p>2. Urban Design</p> <p>Urban design relates to an individual's ability to create urban settings which are environmentally sustainable, accessible and efficient that are appropriate for the character of the municipality.</p>	<p>Displays an understanding of urban design policies, techniques, methodologies and forms of research that inform policy and plan making;</p> <p>Able to analyse and evaluate the economic, social, historic and environmental factors that shape and influence urban design responses;</p> <p>Displays sound research ability;</p> <p>Is able to analyse and synthesize knowledge to support planning initiatives; and</p> <p>Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality.</p>	<p>Demonstrates competencies from level 1;</p> <p>Ability to methodically investigate, digest, understand and communicate the key features of urban design settings, as well as opportunities and constraints to be considered in urban designs;</p> <p>Understands user needs, use patterns and other forms of urban design program analysis (Understands methodologies and processes for use pattern studies, space use analysis, spatial behaviour observation and user needs investigations;</p> <p>Ability to effectively analyse and interpret study outcomes;</p> <p>Can develop comprehensive written and graphically illustrated brief to designers and design teams;</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Able to translate the vision for the municipality into appropriate urban designs;</p> <p>Creates the platform for the development of useful, attractive, safe, environmentally sustainable, economically successful and socially equitable places;</p> <p>Able to formulate policy responses to defined problems;</p> <p>Uses innovative approaches and techniques and researches a range of information sources;</p> <p>Critically analyses and evaluates the impacts of urban design proposals on the City, and on municipal services plans (WSDP, ITP, WMP, etc.);</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Is recognised as a specialist or subject matter expert and is sought after to inform intergovernmental (Provincial and National) planning initiatives (Provincial Growth and Development Strategies);</p> <p>Displays specialist knowledge in areas of planning and has detailed knowledge of regional, provincial and national planning contexts; and</p> <p>Able to deal with high levels of complexity and ambiguity and is sought after to lead projects of regional and or national importance (2010, Olympic bids, urban renewal projects).</p>

		<p>Can think creatively in developing and evaluating solutions to the municipality's urban design requirements;</p> <p>Able to coordinate and integrate urban design processes with other development initiatives and programmes;</p> <p>Understands the integrated nature of service delivery and the systems and procedures;</p> <p>Understands and weighs up financial implications of design propositions; and</p> <p>Monitors the implementation of urban design projects.</p> <p>Displays attention to detail in ensuring compliance with design, time and budgetary objectives.</p>	<p>Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities;</p> <p>Displays an in-depth knowledge of national policy and legislation impacting on municipal planning; and</p> <p>Displays in-depth understanding of Provincial and National Planning programmes and priorities and is able to translate into planning initiatives for the municipality (PGDS and other programmes).</p>	
<p>3. Land Use Management</p> <p>Land Use Management relates to an individual's ability to zone land for specific purposes so that they facilitate the achievement of the municipality's environmental, social and economic objectives. It also includes their ability to balance competing interests in monitoring and enforcing these zonings.</p>	<p>Conducts self in accordance with organisational values;</p> <p>Undertakes roles and responsibilities in a sincere and honest manner;</p> <p>Displays integrity and confidentiality in dealing with sensitive information;</p> <p>Provides advice to applicants and developers on land use applications and land use management processes;</p> <p>Displays working knowledge of planning policies and legislation, spatial plans and zoning;</p>	<p>Demonstrates competencies from level 1;</p> <p>Monitors land use management trends on a district level and is able to identify policy and process interventions to support achievement of the municipality's spatial development plans;</p> <p>Understands the planning context and is able to apply this understanding in the evaluation of building and development applications;</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Monitors land use management trends on a city wide basis and is able to identify policy and process interventions to support achievement of the municipality's spatial development plans;</p> <p>Demonstrates the ability to analyze complex issues and identify a range of practical options and solutions to address the problems or opportunities;</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Provides technical leadership to planners within the unit. Is seen to be a "thought" leader and remains abreast of the latest developments and trends in land use management practices;</p> <p>Able to identify and analyse bottlenecks with existing policy implementation and make recommendation on amendments to bring about improvement;</p> <p>Able to conceptualise and formulate policy within the</p>

	<p>Is able to deal with straight forward land use applications within the prescribed frameworks;</p> <p>Assists in the processing of land use applications;</p> <p>Understands the systems, criteria and decision making structures for processing applications;</p> <p>Applies planning policies and guidelines fairly and consistently in processing applications;</p> <p>Displays attention to detail; and</p> <p>Maintains checklists to ensure that all aspects of an application are complied with in processing applications.</p>	<p>Has thorough understanding of the planning policies and guidelines;</p> <p>Is able to apply or use of discretion / sound judgement in planning applications that fall outside the scope of policies and guidelines;</p> <p>Makes practical recommendations to the appropriate approval structures;</p> <p>Assists in the development of land use management policies and operational requirements;</p> <p>Displays sound research ability; and</p> <p>Is able to analyse and synthesize knowledge to support planning initiatives.</p>	<p>Displays strong analytical ability and judgment in undertaking research and audits;</p> <p>Has in-depth knowledge of research methodologies and processes and is able to apply these under the appropriate circumstances;</p> <p>Leads external and internal consultation processes on land use policy issues;</p> <p>Is seen as credible and confident and is able to communicate effectively;</p> <p>Is able to steer discussions on complex issues and arrive at appropriate resolutions;</p> <p>Advises applicants and developers on complex land use development applications and land use management processes;</p> <p>Is able to assess and analyse all relevant factors (social, environmental, economic and political) in making recommendations;</p> <p>Displays in-depth knowledge of municipality's supply chain management policies and processes and is able to review and assess tender documentation for municipality projects; and</p> <p>Is objective and has understanding of the technical,</p>	<p>national and local government framework;</p> <p>Able to develop city-wide land use management policies, operational requirements and standardised processes and systems; and</p> <p>Presents and writes technical papers on recruitment, assessment and selection in the municipal environment.</p>
--	--	---	--	--

			financial and other aspects of projects.	
4. Information Management The ability to generate, analyse and produce management decision making and planning information and reports effectively and efficiently.	Shows sound organisational awareness (Understands the business, particular organisational functions and their role in the municipality); Analyses existing information and provides information on trends; Shows an ability to translate data into meaningful information and respond to requests from line; Accurately captures information in the corporate GIS database; Shows attention to detail; and Demonstrates logical consequential thinking.	Demonstrates competencies from level 1; Ensures that data is captured in the appropriate format; Displays thorough understanding of the software, subject matter and of the national standards; Analyses client needs and configures spatial data to produce reports to meet client requirements; Analyses and interprets data and produces strategic reports for incorporation into executive processes; Displays creativity in the presentation of data to meet client requests; Tracks trends and provides insight into strategic HR processes; Demonstrates the ability to break down complex problems into manageable parts and identify information solutions; and Anticipates events, situations and incidents that may impact on the operation of the system.	Demonstrates competencies from level 1 and 2; Develops operating rules and procedures for systems; Determines technical specifications for systems requirements; Displays an in-depth understanding of the GIS systems, its applications and capabilities (Manages the municipality's spatial database); Analyses business needs and continuously evaluates the effectiveness of information systems to meet the business requirements; Displays thorough knowledge of business processes and information requirements; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.	Demonstrates competencies from level 1 to 3; Conceptualises and formulates Information Management policy (GIS Strategy) for the municipality; Is networked at a national and local government level; Understands regional and national planning requirements; Is well respected and is seen as a credible representative of the municipality at planning forums; Monitors trends and developments with regards to information systems and shows an ability to consider implications and consequences for the municipality; Keeps abreast of latest developments within GIS applications; and Monitors processes and identifies potential shortcomings of current systems / processes – makes recommendations to alleviate issues.
5. Research, Information Analysis and Policy	Shows sound organisational awareness; Demonstrates logical consequential thinking;	Demonstrates competencies from level 1; Demonstrates an understanding of the	Demonstrates competencies from level 1 and 2; Monitors and analyses socio-economic and demographic	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and ambiguity;

<p>The ability to systematically analyse the municipality's activities and processes with the view to improving alignment with strategic goals and / or its effectiveness and efficiency.</p>	<p>Works within a structured environment and with support and is able to undertake projects that have limited impact and risk and generally within localised areas of the organisation.</p> <p>Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching research projects; and</p> <p>Displays good oral and written communication skills.</p>	<p>business, business processes and the role of departments in achieving the organisation's objectives;</p> <p>Works independently and manages research projects that have an impact at a section or directorate level;</p> <p>Deals with projects that have limited risk to organizational performance;</p> <p>Has detailed knowledge of the municipality's socio-economic and demographic databases and is able to manipulate the data to create reports in the required format;</p> <p>Develops new ways to solve problems;</p> <p>Looks beyond the obvious and does not stop at the first solution;</p> <p>Probes deeply and considers the risks attached to the interventions;</p> <p>Confidently engages and advises line management on business improvement projects and interventions; and</p> <p>Shows a strength of character maintaining performance under duress and pressure.</p>	<p>trends and is able to assess the implications for the municipality and make the appropriate recommendations for inclusion in the municipality's planning and policies;</p> <p>Ensures that databases are updated with the most current information;</p> <p>Is aware of internal and external research (is networked), is able to assess the research and make recommendations for the inclusion of the data in the municipality's databases;</p> <p>Deals with high levels of complexity and ambiguity;</p> <p>Manages projects that have a departmental wide impact and carry moderate risk to organisational performance;</p> <p>Analyses effectiveness of organisational processes and identifies opportunities for improvement;</p> <p>Develops cost effective and practical research programmes and plans that facilitate improvement in service delivery (identifies and analyses options);</p> <p>Has detailed knowledge of research and survey methodologies;</p>	<p>Manages projects that have a municipality wide impact and carry high risk to organisational performance; and</p> <p>Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with stakeholders.</p>
---	---	--	--	---

			Establishes support and projects authority and credibility; and Engages line and executive managers on research strategies and facilitates the executive decision making on the change agenda of the department.	
6. Knowledge Management Ability to promote the generation and sharing of knowledge and learning in order enhance the collective knowledge of the municipality.	Uses appropriate information systems to manage municipality knowledge; Uses modern technology to stay abreast of world trends and information; and Evaluates information from multiple sources and uses information to influence decisions.	Demonstrates competencies from level 1; Promotes the importance of knowledge sharing within own area; Nurtures a knowledge-enabling environment; and Shares and promotes best practices across the local government sector.	Demonstrates competencies from levels 1 and 2; Creates mechanisms and structures for sharing of knowledge in the municipality; Develops, implements and monitors IKM framework, policy and strategy; Understands business processes, information requirements and knowledge management systems; Displays knowledge of best practice, is able assess the implications for the municipality, and make appropriate recommendations of their adoption; Plans, develops and manages systems and processes for the facilitation of corporate information and knowledge resources sharing; Anticipates future knowledge management requirements and systems; Creates a culture of a learning organization;	Demonstrates competencies from levels 1 to 3; Establishes partnerships across municipal boundaries to facilitate knowledge management; and Strives to ensure that there is a correlation between the municipality and the knowledge strategies.

			Works across municipalities to identify and share critical knowledge; and Creates and supports a vision and culture where staff feel empowered to seek and share knowledge.	
7. Public Consultation The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Shows confidence in engaging with internal and external stakeholders; Communicates effectively; and Accurately captures details of meetings and proceedings for formal record.	Demonstrates competencies from level 1; Able to identify internal and external stakeholders relevant to projects; Understands stakeholder decision making structures and processes and designs consultation forums accordingly; Adapts communication content and style according to the audience including managing body language effectively; Displays thorough knowledge of subject matter and is able to simplify to communicate at various levels; Responds to questions with accurate and complete answers; Is well organised and ensures that all logistics associated with the public consultation process are addressed; Delivers messages in a manner that gains support, commitment and agreement;	Demonstrates competencies from levels 1 and 2; Develops well defined communication strategy; Displays thorough understanding of subject matter, of risks, stakeholder dynamics and consultation processes and methodologies; Ability to read situations and interest positions and to respond appropriately; and Uses language and style to capture the attention of the audience.	Demonstrates competencies from levels 1 to 3 ; and Balances political views with organisational needs when communicating differing viewpoints on complex issues.

		Communicates controversial, sensitive messages to stakeholders tactfully; and Listens well and is receptive and encourages participation and mutual understanding.		
8. Socio-Economic / Socio-Political Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.	Demonstrates an understanding of the organisational and local government processes; Understands and internalizes the municipality's priorities and goals; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands priorities, goals and issues of neighbouring municipalities; Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns; Demonstrates an intimate understanding of the capabilities, nature and potential of the service; and In-depth knowledge of municipality's policies and procedures.	Demonstrates competencies from levels 1 and 2; Approaches each situation with a clear perception of organisational and political reality; Displays understanding of objectives of addressing past imbalances and the challenges that constrain delivery against these objectives; Contributes to shaping the municipality's sector specific goals and priorities and the municipality's policies and procedures; and In-depth knowledge of municipal and sector legislation.	Demonstrates competencies from levels 1 to 3; Aligns (influences) municipality priorities and projects to supports the implementation of Provincial Growth and Development Strategies; Understands broader planning context and is able to assess the implications for the municipality; Contributes to shaping national policy on social, economic and environmental issues; Has credibility and ability to influence policy making at a higher level; and Influences national norms and standards for municipal services.
9. Policy Conceptualisation Ability to translate International, National, Provincial and Local Government visions and objectives and the diverse needs of communities served into an enabling framework to support	Has working knowledge of policies and codes of practice; and Complies with statutory requirements and applies policies consistently.	Demonstrates competencies from level 1; In-depth knowledge of organisational policies and their application; Is able to identify challenges and opportunities relating to policy implementation; and	Demonstrates competencies from levels 1 and 2; Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement;	Demonstrates competencies from levels 1 to 3; and Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired policy outcomes.

service delivery and corporate governance.		Is able to provide comment and input on the practical aspects of policy implementation.	Able to conceptualise and formulate policy within the national and local government frameworks; Able to evaluate the implication of new policy on systems, procedures and budgets; and Monitors policy implementation and puts in place procedures to manage risks.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately.	Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions.	Demonstrates competencies from levels 1 and 2; Accurately captures others' ideas and concerns; Acknowledges merits in others arguments and incorporates proposals where merited; Wins concessions without damaging relationships; and Able to be both direct and forthright as well as diplomatic and tactful.	Demonstrates competencies from levels 1 to 3; Encourages and considers inputs of others convinces others of his / her ideas without suppressing their views; Negotiates skilfully in tough situations with both internal and external stakeholders; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Responds to questions with accurate and complete answers; and Listens well and is receptive and encourages participation and mutual understanding.	Demonstrates competencies from level 1; Adapts communication content and style according to the audience including managing body language effectively;	Demonstrates competencies from levels 1 and 2; Delivers messages in a manner that gains support, commitment and agreement; and	Demonstrates competencies from levels 1 and 2; and Balances political views with organisational needs when communicating differing viewpoints on complex issues to staff and all stakeholders.

		Develops well defined communication strategy; Understands the audience and is able to use appropriate medium to convey or engage target audiences; and Communicates controversial, sensitive messages to stakeholders tactfully.	Communicates effectively with people at all levels within the municipality.	
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Displays commitment to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; Professional in interaction with general public and stakeholders; and Is aware of community needs and expectations and understands the processes for integrating these into the municipality's spatial planning.	Demonstrates competencies from level 1; Is committed to engaging communities in all aspects relating to service delivery; and Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services (poverty alleviation, addressing of service backlogs, economic development, environmental conservation).	Demonstrates competencies from levels 1 and 2; Establishes a collaborative relationship with the community; Is aware of the civic organisations and is able to engage them in service delivery processes; Understands and articulates community needs in sector plans; Is able to quantify community needs and evaluate their implications for the municipality; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from levels 1 and 3; and Speaks effectively on service delivery matters to all stakeholders.
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations	Demonstrates competencies from levels 1 and 2; Understands the clients' issues and seeks information about their current and future requirements;	Demonstrates competencies from levels 1 to 3; Establishes the climate and creates a culture to attain client focused outcomes (i.e.

anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Responds to client needs timeously.	and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Demonstrates personal commitment to the client service vision through own actions and attitudes.	performance management, resource allocation etc.); and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in the individual's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Pushes self and motivates others for results; and Sets challenging goals.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Maintains work standards.	Demonstrates competencies from level 1; Accepts and adapts behaviour from constructive critique; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; and Plans and initiates new approaches and techniques.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner,	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems;	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions;	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas ;

aware of consequences and implications. Is able to see the 'Bigger Picture'.	Determines root causes of problems and evaluates whether solutions address root causes.	Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; and Influences others effectively using a number of techniques.	Demonstrates competencies from level 1; Is respected by peers and subordinates; Motivates subordinates to accomplish tasks and missions; Convinces executive of viewpoints or proposals with	Demonstrates competencies from levels 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary;	Demonstrates competencies from levels 1 and 3; Persuades political heads to adopt and implement results / outcomes of project; Gains support by capitalising on understanding of political forces affecting the organization; and

		<p>assistance of others in authority; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.</p>	<p>Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calm around adversity.</p>	<p>Able to make unpopular decisions if it is in the best interests of the organisation.</p>
<p>2. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<p>Has a clear sense of his / her own and team goals.</p>	<p>Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.</p>	<p>Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.</p>	<p>Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.</p>
<p>3. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Shows initiative and confidence in dealing with others; Able to provide support within a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and</p>	<p>Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.</p>	<p>Demonstrates competencies from levels 1 of 3; Builds team spirit and cohesion across function boundaries in the respective departments; and Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.</p>

		Works effectively with people from other organisations / departments and manage in a competitive environment.		
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shows and shares knowledge and information with peers; and Articulates tasks and expectations and sets realistic standards.	Demonstrates competencies from level 1; Sets challenging tasks that stretches individual's abilities and self confidence; and Actively renews own personal and professional skills and applies them in a productive way in the work environment.	Demonstrates competencies from levels 1 and 2; Anticipates mistakes and freely offers assistance without being overbearing; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and Encourages self-reliance and allows staff to make and learn from mistakes.	Demonstrates competencies from levels 1 to 3; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning; and Actively involved in the retention and development of talent within the organisation.

The higher education qualification, work-related experience and competency requirements for other planning profession are as prescribed in terms of the Planning Profession Act, 2000 (Act No. 36 of 2002).

PLANS EXAMINER COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Plans Examiner	Senior Plans Examiner	Principal Plans Examiner	Chief Plans Examiner
KNOWLEDGE	Knowledge and implementation of the NBR and SANS Code regulations and requirement	Knowledge and implementation of the NBR and SANS Code regulations and requirements	Knowledge and implementation of the NBR and SANS Code regulations and requirements	Knowledge and implementation of the NBR and SANS Code regulations and requirements
EXPERIENCE	2 years' relevant experience required	2-5 years' relevant experience required	5-8 years' relevant experience required	8 years' relevant experience required inclusive of supervisory experience
QUALIFICATION	Relevant 3 year tertiary qualification in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying; Computer literacy: MS Office; and Code EB driver's licence.	Relevant 3 year tertiary qualification in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying; Computer literacy: MS Office; and Code EB driver's licence	Relevant 3 year tertiary qualification in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying; Computer literacy: MS Office; and Code EB driver's licence.	Relevant 3 year tertiary qualification in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying; Computer literacy: MS Office; and Code EB driver's licence
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; and	Demonstrates competencies from level 1; Able to follow complex instructions as contained in written communication; and	Demonstrates competencies from levels 1 and 2; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other	Demonstrates competencies from levels 1 to 3; Prepares considered, high quality reports for decision-making within the organisation; and

	Able to respond in writing to basic types of communication.	Able to respond in writing to complex types of communication.	correspondence, both internal and external to the organisations.	Takes supervisory responsibility for reviewing and editing less experienced practitioners' and subordinates work.
2. Oral Communication The ability to articulate a message in an understandable and convincing manner	Able to understand basic verbal instructions from superiors and colleagues; and Confirms / clarifies understanding of instructions, thereby avoiding mistakes.	Demonstrates competencies from level 1; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account.	Demonstrates competencies from levels 1 and 2; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from levels 1 to 3; and Demonstrates effective oral and presentation skills for complex and sensitive topics and issues.
3. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Understands potential impact of problems to own working environment; Deals with clearly defined problems that are task specific; Demonstrates logical problem-solving approach and provides rationale for proposed solutions; Determines root causes of problems and evaluates whether solutions address root causes; and Involves the appropriate people, to resolve complex task related problems.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions.	Demonstrates competencies from levels 1 and 2; Resolves problems and challenges at an office level that are within clearly defined parameters; and Generates various solutions / options and contingency plans for localized problems.	Demonstrates competencies from levels 1 to 3; Resolves problems and challenges at a department level that are within or outside clearly defined parameters; and Generates various innovative solutions / options and manages contingency plans for localized problems.
FUNCTIONAL COMPETENCIES				
1. Examination of Plans The ability to effectively assess and scrutinise building development applications.	Assesses and scrutinises building development applications as determined by the supervisor in terms of complexity; Ensures that submissions are Complete;	Demonstrates competencies from level 1; Able to pre-empt or respond to safety and security problems related to building development;	Demonstrates competencies from levels 1 and 2; Able to pre-empt or respond to safety and security problems related to building development; and Carries out any building	Demonstrates competencies from levels 1 to 3; and Deals with complexity of applications and advise on assessments.

	Checks and assesses fee calculations; and Carries out any building development related activity as assigned by the supervisor.	Assesses and scrutinises building development applications as determined by the supervisor in terms of complexity; Ensures that submissions are complete; and Checks and assesses fee calculations.	development related activity as assigned by management.	
2. Customer centricity The ability to interface with the customers / members of the public on the status of building application submissions ensuring a customer centric approach to resolving matters	Demonstrates the ability to discuss the concerns about progress on a building application submission; Able to advise the public on shortcomings of a building plan submission; Liaises with the customer interface section in order to ensure that all relevant departments timeously provides comment; and Follow up to determine if the matter was seen through to conclusion.	Demonstrates competencies from level 1; Demonstrates the ability to assess the issues raised around concerns about progress on building application submissions; Understands, confirms and then advise the customer on shortcomings of any unresolved / outstanding building plan submission; Liaises with the customer interface section in order to ensure that all comments were offered timeously and the to confirm the matter was concluded / addressed; and Assesses areas for improvement and make recommendations.	Demonstrates competencies from levels 1 and 2; Evaluates reports and records on issues raised by customers around concerns about progress and status on building application submissions; Reports to management on the shortcomings of building plan submissions in general and correspond with the customer regarding progress in trying to resolve any matter outstanding; and Assess effectiveness of response time and context when plans examiners / senior responds to the public and suggests improvements to improve customer centric management of solutions.	Demonstrates competencies from levels 1 to 3 Drive a customer centric culture in the management of and interface with customers regarding building application submissions; Demonstrates personal commitment to ensure effective client centric behaviour in dealing with customers; and Assess feedback from customers on their experience of the planning and building development interface section and the attitude and behaviour of staff in order to capture areas for improvement and recognise staff contributions to customer centric values
3. Planning and Prioritization The ability to plan broad activities within specific timeframes and then to	Able to plan activities within timeframes; Manages work according to plan; and Able to use technology and understand how to access	Demonstrates competencies from level 1; Checks all the elements on the Building Plan Tracker System for compliance and application;	Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments; Provides guidance and	Demonstrates competencies from levels 1 to 3; Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers);

execute these activities according to plan, i.e. relating to plans, way leaves, permits and work programmes	and operate a system e.g. a Building Plan Tracker System	Relays progress on submissions; Advises applicants on the technical requirements of the relevant legislation; and Performs general administrative duties as assigned.	instruction when delegating; Plans ahead to ensure that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively; and Makes contingency plans.	Establishes appropriate procedures to keep informed of issues and results; Ensures that high-priority work is accomplished within required timelines; Allocates task responsibility in appropriate areas to clearly communicates the parameters of the delegated responsibility, including decision-making authority and the required actions, constraints, or deadlines; Puts preventative measures in place to ensure that problems do not recur in the future; and Probes deeply and considers consequences and risks attached to actions and the impact of solutions.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish and maintain productive relationships with people within and outside of the municipality; Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the organization; Shows confidence in engagement with internal and external stakeholders; Accurately captures others' expectations, ideas and concerns; and	Demonstrates competencies from level 1 and 2; Convinces others of own ideas without suppressing their views; Acknowledge merits in others' arguments and incorporate it in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and	Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and

		Encourages and considers inputs of others.	Wins concessions without damaging relationships.	Aware of to how people and organisations function.
2. Communication Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.	Contributes to assignments / reports by providing information gathered by standard methods and ensuring accuracy thereof before relaying the information; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organizes and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative view points; Accurately reviews documents and edits documents created by others; Organizes discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Has a commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with the general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from levels 1 to 3; and Speaks effectively on service delivery matters to internal and external audiences.
4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and	Displays a customer focus by engaging effectively with the customer expressing comprehension of their requirements; Is reliable and delivers on time;	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction;	Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements;	Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and

exceeding the needs in a timely and appropriate manner	Establishes rapport with customers; and Responds to client needs timeously.	Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.).	Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Able to stay focused on tasks, are energetic, persistent and reliable; Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Pushes self and motivates others for results; and Sets challenging goals.
2. Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks	Stays calm and focussed under pressure; Controls his/her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Shows emotional resilience and handles difficult situations effectively; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Accountability and ethical conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.

the public service and to adhere to codes of good corporate governance.	Takes responsibility for own actions.	Shares information openly, whilst respecting the principle of confidentiality.	rules and regulations of the organisation /department; and Acts decisively against corrupt and dishonest conduct.	
6. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategies to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.
MANAGEMENT/ LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and can influence others effectively	Makes a positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using many techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.</p>	<p>Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.</p>	<p>Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognizes and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.</p>
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals</p>	<p>Has a clear sense of his/her own and team goals.</p>	<p>Demonstrates competencies from level 1; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals' abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.</p>	<p>Demonstrates competencies from level 1 and 2; Able to translate Department / Directorates goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focused performance.</p>	<p>Demonstrates competencies from levels 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the organization; Understands organisational needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the</p>

				individuals learning style; and Recognizes the need for and firmly provides direction.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers.	Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and Able to identify own development needs.	Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to identify appropriate training interventions; and Able to understand the underlying causes for non- or poor performance and to provide the appropriate support.	Demonstrates competencies from level 1 to 3; Actively involved in the retention and development of talent within the organisation; Leads by example; Actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.

PRINTING SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Reprographics Assistant	Printing Press Operator Machine Operator	Administrative Officer: Printing Reprographics Supervisor	Head / Manager: Printing Services
KNOWLEDGE AND SCOPE OF WORK	<p>Performs tasks associated with the transportation of mail / correspondence within the Municipal Region;</p> <p>Undertakes tasks associated with the collection, batching and distribution of mail and other related correspondence;</p> <p>Works independently under general instruction;</p> <p>Sort, bind and group documents together as per request from line department; and</p> <p>Provide general office support.</p>	<p>Activities associated with mass production of documents and Council Agendas; and</p> <p>Attend to the line department's documents and requirements according to instructions to deliver an acceptable printing service.</p>	<p>All administrative functions pertaining to the division;</p> <p>Has operational control and responsibility over the day to day running of the printing services and supervises operators;</p> <p>Communicates activities and ensure that mass production of documents is done correctly and of a good quality;</p> <p>Ensure that pre-determined deadlines are met in support of priorities;</p> <p>Exercise control on maintenance of machines; and</p> <p>Works independently with regular report-backs to the Manager / Head.</p>	<p>Knowledge of the administrative as well as the printing function and the management thereof;</p> <p>Has operational control and responsibility over all assets in the division;</p> <p>Responsible for general administrative duties, including the budget;</p> <p>Manages administrative and operational staff; and</p> <p>Works independently within works / maintenance program and reports to the relevant Manager: Function or Director.</p>

EXPERIENCE	6 months relevant experience required.	1 - 2 years' relevant experience required.	3 - 5 years' relevant supervisory experience required.	5 years' experience in management.
QUALIFICATION	Basic numeracy and literacy; and Code EC driving licence.	Grade 12.	Grade 12; Computer literacy: MS Office; and A relevant tertiary qualification preferably a National Certificate: Printing & Manufacture of Packaging.	A relevant three year tertiary qualification preferably an appropriate B Degree; and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.	Remains focused on tasks at hand; Plans activities and prevent irrelevant issues or distractions from interfering with work completion; and Delivers documents to line departments soon after completion.	Demonstrates competencies from level 1; Monitors and controls activities by maintaining log of work, production and maintenance; Able to prioritize tasks; Identifies more critical and less critical tasks and adjust priorities when needed; and Prioritises to meet deadlines.	Demonstrates competencies from level 1 and 2; Clearly communicate expectations to subordinates; Provides guidance and instruction when delegating; Plans ahead to ensure that equipment and materials are available and in working condition to perform tasks effectively; and Makes contingency plans.	Demonstrates competencies from level 1 to 3; Establishes appropriate procedures to keep informed of issues and results; and Ensures high-priority work is accomplished within required timelines.
2. Problem solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows	Remains focused on task at hand; Checks quality of work against pre-determined specifications;	Demonstrates competencies from level 1; Monitors and controls activities by maintaining a log	Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments;	Demonstrates competencies from level 1 to 3; Maintains project records (working papers, audit trails,

<p>long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<p>Initiates action to correct quality problems; Understands potential impact of problems to own working environment; Deals with clearly defined problems that are task specific; Determines root causes of problems and evaluates whether solutions address root causes; and Involves the appropriate people, to resolve complex task related problems.</p>	<p>of work, production, or maintenance; and Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions.</p>	<p>Provides guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; and Makes contingency plans.</p>	<p>evidence of sign-offs by senior managers) Establishes appropriate procedures to keep informed of issues and results; Ensures that high-priority work is accomplished within required timelines; Allocates task responsibility in appropriate areas to appropriate individuals; Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints, or deadlines; Puts preventative measures in place to ensure that problems do not recur in the future; and Probes deeply and considers consequences and risks attached to actions and the impact of solutions.</p>
<p>3. Planning and Organising</p> <p>The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p>	<p>Plans tasks on a daily basis according to a set schedule; Focuses on the short to medium tasks on a project basis; and Identifies resource requirements for undertaking specific tasks.</p>	<p>Demonstrates competencies from level 1; Performs scheduled tasks within time allocated; Identifies and allocates resources relevant to tasks; and Responsible for the deployment and control of the necessary equipment, tools, machinery, to undertake the work.</p>	<p>Demonstrates competencies from level 1 and 2; Sets goals and objectives relevant to the function and focuses on the customers' needs; Develops integrated plans for the work unit and others within the functionality; Attends to and manages multiple tasks and details by</p>	<p>Demonstrates competencies from level 1 to 3; Taps into the resources of other units and departments to achieve results; Projects and forecasts short, medium and long term needs for the operations falling under his / her control; and Develops contingency plans for potential problems affecting the unit.</p>

			focusing on key priorities and delegation to others; and Draws up maintenance and preventative maintenance programmes.	
4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Able to understand basic verbal instructions from supervisor and colleagues; Checks own understanding of tasks and expectations to avoid making mistakes; and Understands basic technical jargon.	Demonstrates competencies from level 1; Can translate technical information into terms that are understood by subordinates and customers; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 and 2; Communicates effectively both verbal and written; and Is able to compile routine reports and keeps relevant record for the unit. Uses appropriate style and format to communicate to internal and external clients.	Demonstrates competencies from level 1 to 3; Able to read situations and interest positions and to respond appropriately; Communicates complex and technical information effectively; Communicates effectively at senior levels; and Handles sensitive one-on-one discussions effectively.
Functional				
1. Work Place Safety The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.	Displays knowledge of all related safety or security regulations; Is aware of coworkers' safety in the workplace; Understands how to use and operate safety equipment; and Is aware of the hazards of working with dangerous materials.	Demonstrates competencies from level 1; Identifies safety issues and problems — Detects hazardous working conditions; Is alert to unsafe work conditions; and Reports and / or correct s unsafe work conditions and safety problems; checks equipment and / or work area regularly.	Demonstrates competencies from level 1 and 2; Monitors and recommends corrective action – monitors safety or security issues after taking corrective action and ensures continued compliance; Identifies and resolves potential safety problems or unsafe work practices; and Reports accidents to immediate superior immediately.	Demonstrates from level 1 to 3; Applies organizational policies and rules related to safety, health and environment; and Provides safety training for other employees.
2. Discipline Specific Skills Having achieved a satisfactory level of technical and professional	Able to identify and understand the tasks relating to dispatch of documents and correspondence.	Demonstrates competencies from level 1; Understands the operations underpinning the specific job;	Demonstrates competencies from levels 1 and 2; Able to make judgment decisions on issues falling	Demonstrates competencies from level 1 to 3; and Extensive knowledge of printing and copying

skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.		<p>Able to identify task specific problems and analyze all factors that influence the solution; and</p> <p>Able to fully develop the preferred solution to the problem.</p>	<p>outside of the operating rules and procedures;</p> <p>Anticipates events, situations and incidents that may impact on the operation;</p> <p>Able to assess practicality of technical specifications for systems and process requirements;</p> <p>Uses discretion in situations of deviation from operational assumptions; and</p> <p>Identifies and implements corrective action on routine tasks and within the authority delegated at this level.</p>	<p>principles, procedures, concepts, practices and equipment to perform a variety of specialized tasks / functions and to train others.</p>
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Service delivery orientation</p> <p>The ability to focus on service delivery and the interests of the clients and stakeholders.</p>	<p>Demonstrates a commitment to excellence;</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines; and</p> <p>Corrects service delivery problems promptly without being defensive.</p>	<p>Demonstrates competencies from level 1;</p> <p>Researches needs of clients;</p> <p>Consults clients and stakeholders on ways to improve the delivery of services; and</p> <p>Acts professionally in interaction with clients and stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Ensures all follow-up activities are completed;</p> <p>Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards; and</p> <p>Creates a climate of service delivery excellence for unit.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Ensures that all communication with stakeholders is a two-way process;</p> <p>Ensures that technologies and systems designed to support service delivery and client needs are monitored and updated;</p> <p>Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and</p> <p>Consults and utilises international best practices on service delivery innovation.</p>

<p>2. Interpersonal relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<p>Is able to establish rapport and gets on with others; and Communicates effectively.</p>	<p>Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Acknowledges contributions of others; and Shows confidence in engagement with internal and external stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others; and Convinces others of ideas without suppressing their views.</p>	<p>Demonstrates competencies from levels 1 to 3; Acknowledges merits in others' arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships; Is able to be direct and forthright as well as diplomatic and tactful; Handles sensitive one-on-one discussions effectively (does not disclose sensitive information); and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.</p>
<p>3. Client orientation and customer focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and exceeding client needs in a timely and appropriate manner.</p>	<p>Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive.</p>	<p>Demonstrates competencies from level 1; Supports others to take personal responsibility to deliver excellent customer service; Understands the client's issues and seeks information about their current and future requirements; and Takes specific and sustained action to implement the client service vision.</p>	<p>Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations.</p>	<p>Demonstrates competencies from levels 1 to 3; Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; and Ensures response times are quick.</p>

PERSONAL COMPETENCIES				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; and Displays a drive to do things better.	Demonstrates competencies from levels 1 to 3; and Successfully completes projects with time and budget allocations.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focused under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from levels 1; Accepts criticism about performance in stride, while maintaining work standards; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Shows emotional resilience and handles difficult situations effectively.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from levels 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

			Seeks to influence changing events.	
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from levels 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks on-going support for own limitations (e.g. from coach or mentor) Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning). Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from levels 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviors when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategizes to counteract potential impact; and	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organizational impact in

			Puts preventative measures in place to ensure that problems do not recur in the future.	consultation with the stakeholders.
6. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from levels 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Promotes transparent and accountable municipal administration.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Direction setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; Provides guidance to others and focuses on successful completion of objectives; and Motivates self and others to produce quality work within deadline.	Demonstrates competencies from level 1 and 2; Sets out work for others in a well-planned and clear manner; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary; Puts in place effective controls and monitoring processes to keep informed of issues and results; and Inspires staff with own behaviour – ‘walks the talk’.	Demonstrates competencies from levels 1 to 3; Is forward thinking and produces innovative ideas; Defines roles and responsibilities for team members and clearly communicates expectations; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Grasps and articulates the big picture and its implications; and Maintains a clear focus on the long-term goals and produces

				more than one way of getting there.
2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; and Is respected by peers.	Demonstrates competencies from level 1; Motivates colleagues to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff, management and stakeholders.	Demonstrates competencies from level 1 and 2; Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Motivates service providers to accomplish tasks.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Is called upon to mediate conflicts and disagreements; Settles disputes as quickly and effectively as possible to reduce tension and conflict; Is able to make unpopular decisions if it is in the best interests of the municipality; Shows strength of character maintaining performance under duress and pressure; and Uses an in-depth understanding of the interactions within a group to move towards a specific agenda.
3. Team orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Is able to function effectively as a team member; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; Works effectively with people from other departments; and Participates actively as a member of a team to move the team towards the attainment of goals.	Demonstrates competencies from level 1 and 2; Listens to and fully involves others in team decisions; Encourages team approach to problem solving; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members;	Demonstrates competencies from levels 1 to 3; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); Uses complex strategies, such as team assignments and cross training, to promote team morale and productivity; and

			Builds team spirit and cohesion within the unit; and Creates strong morale / team spirit.	Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate.
4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers; Understands own limitations; and Articulates tasks and expectations and sets realistic standards.	Demonstrates competencies from level 1; Anticipates mistakes and freely offers assistance without being overbearing; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages 'on-the-job' training and the acquisition of new skills.	Demonstrates competencies from level 1 and 2; Empowers others and distributes the workload appropriately; Encourages self-reliance and allows staff to make and learn from mistakes; and Sets challenging tasks that stretches individuals' abilities and self-confidence.	Demonstrates competencies from levels 1 to 3; Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Is actively involved in the retention and development of talent within the unit; Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style; and Provides individuals with guidance on how to handle new or difficult situations.

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Process Controller	Senior Process Controller	Principal Process Controller	
KNOWLEDGE AND SCOPE OF WORK	Demonstrated knowledge of process functionality within a Waste Treatment Plant/ Waste Water Treatment Works and associated installations; and Demonstrated knowledge of plant performance and system functionality and recording and reporting outcomes.	Demonstrated knowledge and exposure to process functionality Waste Treatment Plant /Waste Water Treatment Works and associated installations; Demonstrated knowledge and exposure to plant performance and system functionality and recording and reporting outcomes; and Ability to supervise others	Demonstrated knowledge and ability to apply process functionality in a Waste Treatment Plant /Waste Water Treatment Works and associated installations; Demonstrated knowledge and ability to apply plant performance and system functionality and recording and reporting outcomes; and Knowledge of and an ability to monitor and check plant performance and system functionality and recording and then reporting outcomes.	
EXPERIENCE	1 - 2 years' relevant experience required	2 - 5 years' relevant experience required	5 years or more relevant experience required	
QUALIFICATION	Grade 12 or relevant post matric qualification preferably a NTC 3 in Water Treatment or Waste Water treatment; Trade related qualification: Operators certificate/ Waste water Treatment practice (N3); and Code EB Driver's License.	Grade 12 or relevant post matric qualification preferably a NTC 3 in Water Treatment or Waste water treatment; Trade related qualification: Operators certificate/ Waste water Treatment practice (N3); and Code EB Driver's License.	Grade 12 or relevant post matric qualification preferably a NTC 3 in Water Treatment or Waste water treatment; Trade related qualification: Operators certificate/ Waste water Treatment practice (N3); and Code EB Driver's License.	

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Oral Communication The ability to articulate a message in an understandable and convincing manner.	Communicates information in the appropriate language, style and uses correct technical terms; Asks questions to clarify any task or process related uncertainties; Communicates potential risks and hazardous information in a projected tone; and Able to participate in conversation with colleagues and members of the public.	Demonstrates competencies from level 1; Uses the appropriate language, style and correct technical terms when delegating or discussing tasks; Entertains discussions and probes questions to ensure that there is a sound level of understanding of information communicated; Speaks with authority and confidence; and Is able to confidently entertain more complex conversations with members of the public.	Demonstrates competencies from level 1 and 2; Communicates effectively with management / senior management; and Encourages platforms of communication between staff members.	
2. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Follows basic instructions and understand information as contained in written communication; Able to clearly transcribe information into its relevant format; and Able to respond in writing to basic types of communication.	Demonstrates competencies from level 1; Ensures an undisrupted process by ensuring written handovers; Quality checks written information of less experienced practitioners; and Prepares quality written reports, communication and responses.	Demonstrates competencies from level 1 and 2; and Compiles complex reports and distributes the relevant information accordingly.	
3. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to	Able to identify basic problems within a work process; Demonstrate the ability to solve standard operational problems;	Demonstrates competencies from level 1; Identifies more complex problems within a work process; Identifies problems following defined diagnostic processes;	Demonstrates competencies from level 1 and 2; Liaises with the seniors to resolve complex task related problems; and	

select an option and implement it.	Able to determine when to escalate a problem at hand; and Understands the potential impact of problems to own working environment.	Provides guidance to less experienced staff; Ensures problems are resolved accordingly by evaluating the outcome of the solution; and Considers all factors that influence problems and raises them with seniors.	Puts preventative measures in place to ensure that problems do not recur in the future.	
4. Decision making The ability to make logical decisions to ensure execution of tasks according to plan.	Demonstrates the ability to make decisions in a timely manner; Makes sound decisions by exercising judgment in accordance to the knowledge, skill and experience; and Carefully considers all aspects pertaining to the matter for decision making.	Demonstrates competencies from level 1; Able to make and commit to sound decisions made under pressure; Demonstrates the ability to critically analyse a situation before making overall decisions for team and processes; and Demonstrates accountability for decisions made.	Demonstrates competencies from level 1 and 2; and Establishes solutions to complex situations.	
5. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan	Demonstrates the ability to plan and prioritize tasks efficiently; and Able to work within planned timeframes and complete tasks.	Demonstrates competencies from level 1; Identifies resource requirements for specific tasks; and Able to develop contingency plans.	Demonstrates competencies from level 1 and 2; Able to contribute to more complex plans and strategies relating to work tasks; and Sets direction for the team in terms of work activities and carefully considers resource planning.	
6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.	Follows procedures as prescribed in policy and standard operating procedures; Brings potential issues of conflict to the attention of the supervisor; and	Demonstrates competencies from level 1; Champions ethical conduct within the workplace; Identifies and evaluates risks involved in conflict of interest; and	Demonstrates competencies from level 1 and 2; Endorses recommendations for resolutions and actions to resolve problems; Exercises confidentiality in matters of interest;	

	Aware of resources available to resolve minor ethical issues.	Recommends appropriate course of action to resolve more complex ethical issues.	Ensures that all staff are provided with the relevant policies, procedures, guidelines and standards for consideration when carrying out tasks; and Encourages that forums are established in place for discussions of matters pertaining to the safety and security of treatment plant processes to guard against sabotage.	
FUNCTIONAL COMPETENCIES				
1. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.	Displays a satisfactory level of technical and professional skill or knowledge of relevant process; Identifies task specific problems and analyses all factors that influence the solution; and Practices and encourages good work ethos in individual and team capacity.	Demonstrates competencies from level 1; Able to undertake and evaluate complex tasks and manages situations and incidents that may have an impact on the operation of the system; Uses discretion in situations of deviation from operational assumptions; and Displays the understanding of maintaining an open platform of communication with seniors.	Demonstrates competencies from levels 1 and 2; Acts as an operational / technical expert in this field; Applies specialist knowledge to situations, to solve problems or enhance solutions; Develops and maintains sound relations with line management in order to ensure consistency expectations are met; Consults line for input and clarification on unclear matters; and Ensures that staff are adequately equipped with resources to perform their work activities.	
2. Task Management Plans, manages, monitors and evaluates specific activities to	Demonstrates a clear focus on tasks to ensure an uninterrupted process (sound, activity);	Demonstrates competencies from level 1; Communicates work in a clear and concise manner; and	Demonstrates competencies from level 1 and 2; Demonstrates the ability to delegate work;	

deliver the desired outputs and outcomes.	Able to work independently; Able to prioritise work tasks and execute them efficiently; Demonstrates time management to tasks; Demonstrates consistency in work ethic; and Requests clarification about any work-related concerns.	Monitors the deliverables of staff.	Establishes performance measures for ensuring productivity; and Maintains open and transparent communication with subordinates.	
3. Use of process specific Technology/Equipment The ability to utilise technology/equipment in the workplace to optimise functioning of the plant.	Demonstrates general operational knowledge of the functionality of plant equipment; Demonstrates the ability to use basic technology and equipment applicable to work tasks; and Able to identify general malfunctions or error codes of technology and equipment.	Demonstrates competencies from level 1; Demonstrates more complex operational knowledge of the use of technology and equipment in the plant; Demonstrates the ability to transfer knowledge of technological and operational equipment to staff; and Able to identify complex malfunctions of technology and equipment in terms of error codes.	Demonstrates competencies from level 1 and 2; Considered to be a technical expert in field of work; and Raises process hindrances to line for consideration of solutions.	
4. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.	Accurately and carefully follows established procedures, standards and regulations for completing work tasks; Demonstrates ability to accurately identify any errors relating to work tasks through appropriate checks; Achieves thoroughness and accuracy when completing a task; and Able to perform basic corrective quality measures.	Demonstrates competencies from level 1; Reviews and quality checks work against set standards and regulations; and Proposes ideas to correct all-round quality issues.	Demonstrates competencies from level 1 and 2; Implements a monitoring strategy for all activities and processes to ensure optimal quality; and Provides relevant and sufficient training initiatives to ensure that staff are adequately trained to carry out activities.	

5. Work Place Safety Ability to manage the environmental and workplace hazards and promotes the principles of Occupational Health and Safety.	Adheres to Health and Safety rules; Carries out activities to maintain a safe and clean environment in accordance to Health and Safety requirements; Wears all safety clothing and safety equipment; and Has general knowledge of the procedures of identifying unsafe conditions, hazardous materials and possible danger.	Demonstrates competencies from level 1; Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; Promotes the importance of a well-maintained workplace in accordance to Health and Safety requirements; and Has extensive knowledge of the procedures of identifying unsafe conditions possible danger.	Demonstrates competencies from level 1 and 2; Demonstrates a sense of responsibility toward the workplace safety of teams; Able to provide logical briefing after critical incidents occurred; and Implements measures of control of safety within the workplace.	
6. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve department/ municipal goals.	Supports work initiatives and recognises the importance of cooperation with seniors; and Demonstrates good team ethos.	Demonstrates competencies from level 1; Ensures that the teams roles are clearly defined; Manages conflict by considering the relevant approaches; Communicates expectations to the team and sets the way forward; Considers the appropriate medium and style of communication with staff and superiors; Delegates work effectively; and Is willing to participate in unplanned activities.	Demonstrates competencies from level 1 and 2; Assigns clearly defined tasks to sub ordinates; Advises on the appropriate action to take where a subordinate performance is poor; Propose and discuss conflict decisions with subordinates in order to promote fairness and transparency; and Ensures that measures are in place to manage subordinates career path.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that	Shows a commitment to excellence and quality; Meets deadlines; and Is friendly and responsive to community members when	Demonstrates competencies from level 1; Engages effectively with the general public and clients; and	Demonstrates competencies from levels 1 and 2; Understands and articulates client needs;	

contribute to the improvement of municipal processes in order to achieve municipal goals.	dealing with service delivery issues.	Corrects service delivery problems promptly without being defensive.	Manages client and business expectations within financial, technical and capacity constraints; Establishes a collaborative relationship with client and line departments; and Has in-depth knowledge on service delivery matters as it relates to their work area.	
2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Gets on well with others; Communicates effectively; Co-operates with others; and Appears optimistic and positive.	Demonstrates competencies from level 1; Able to establish rapport and relates easily to others; and Acknowledges contributions of others.	Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external clients; Wins concessions without damaging relationships; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Aware of how people and organisations function.	
3. Communication The capacity to listen attentively, grasp issues, present	Able to understand basic verbal instructions from supervisors and colleagues;	Demonstrates competencies from level 1; Able to translate technical information into terms that are	Demonstrates competencies from levels 1 and 2; Communicates effectively both verbal and written;	

information in a clear manner and respond appropriately to verbal and written communication of others.	Checks own understanding of tasks and expectations to avoid making mistakes; and Understands basic technical jargon.	understood by subordinates and customers; and Responds to questions with accurate and complete answers.	Is able to compile routine reports and keeps relevant record for the unit; Uses appropriate style and format to communicate to internal and external clients; Able to read situations and interest positions and to respond appropriately; Communicates complex and technical information effectively; and Communicates effectively at senior levels.	
4. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve service delivery goals.	Shows a commitment to excellence and quality; Meets deadlines; and Is friendly and responsive to community members when dealing with service delivery issues.	Demonstrates competencies from level 1; Engages effectively with the general public and clients; and Corrects service delivery problems promptly without being defensive.	Demonstrates competencies from levels 1 and 2; Understands and articulates client needs; Establishes a collaborative relationship with client and line departments; and Has in-depth knowledge on service delivery matters as it relates to their work area.	
PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability	Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; Initiates contact with others; and Motivated and energetic.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; and Displays high energy and sets example.	Demonstrates competencies from level 1 and 2 Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals;	

to stay focused on task, to be energetic, persistent and reliable.			Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	
2. Resilience The ability to responds constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; and Attempts to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 Shows emotional resilience during difficult situations; and Shows continuous improvement despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2. Stays calm and focused under pressure; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Plans and initiates new ways forward.	
3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	
4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and	

			Probes deeply and considers consequences and risks attached to actions.	
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	
MANAGEMENT/ LEADERSHIP COMPETENCIES				
1. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.	Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1; Sets out work for others in a well-planned and organised manner; and Good at establishing clear direction.	Demonstrates competencies from levels 1 and 2. Sets out team goals providing clear sense of purpose; Able to translate Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.	
2. Impact and Influence	Deserving of respect from peers and supervisors.	Demonstrates competencies from level 1;	Demonstrates competencies from levels 1 and 2;	

The ability to inspire a positive attitude in others and be able to influence others effectively.		Makes positive impact and comes across as confident and competent; Motivates subordinates to accomplish tasks and missions; and Has credibility with staff.	Tactfully confronts and corrects others when necessary; Fosters team work and collaboration; Motivates and inspires others; Effectively influences colleagues and supervisors at more senior levels; Establishes support and projects authority and credibility; and Uses influence to achieve objectives and sell ideas.	
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Appears willing to learn new ways of doing things.	Demonstrates competencies from level 1; Understands subordinates' limitations; Provides guidance and support where necessary; Understands own development needs; and Shares knowledge and information with peers and subordinates.	Demonstrates competencies from levels 1 and 2; Encourages 'on-the-job' training and the acquisition of new skills; Anticipates mistakes and freely offers assistance without being overbearing; and Monitors progress and gives individuals specific feedback on their performance.	
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Co-operates and works well with others; Shows consideration towards others; and Seen to be reliable and dependable.	Demonstrates competencies from level 1; Shares information and collaborates easily with others; Shows initiative and confidence in dealing with others; and Participates actively as a member of a team.	Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully involving others in team decisions; and Recognises and respects the value of diverse views.	

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Process Operator	Senior Process Operator	Principal Process Operator	
KNOWLEDGE AND SCOPE OF WORK	Demonstrates knowledge of process functionality within a Bulk Water storage and conveyance process; and Demonstrates knowledge of plant performance and system functionality and recording and reporting outcomes.	Demonstrates knowledge of process functionality within a Bulk Water storage and conveyance process; Demonstrates knowledge of plant performance and system functionality and recording and reporting outcomes; and Demonstrates knowledge of how to supervise others	Demonstrates advanced knowledge of process functionality within a Bulk Water storage and conveyance process; Demonstrates advanced knowledge of plant performance and system functionality and recording and reporting outcomes; and Has an ability to monitor and check plant performance and system functionality and recording and reporting outcomes.	
EXPERIENCE	1 - 2 years' relevant experience required	2 - 3 years' relevant experience required	3 - 5 years' relevant experience required	
QUALIFICATION	Grade 12 with preference of Mathematics and Science as subjects; and Code EB Driver's License.	Grade 12 with preference of Mathematics and Science as subjects; A tertiary education, preferably a National Diploma/NTC IV/3 year BSc; and Code EB Driver's License.	Grade 12 with preference of Mathematics and Science as subjects; A tertiary education, preferably a National Diploma/NTC IV/3 year BSc; and Code EB Driver's License.	

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Managing Work Effectively manages tasks assigned within set timeframes.	Demonstrates a clear focus on tasks to ensure an uninterrupted process; Able to work independently; Able to prioritise work tasks and execute them efficiently; Demonstrates good time management to tasks on hand; Demonstrates consistency in work ethic; and Requests clarification about any work-related concerns.	Demonstrates competencies from level 1; Demonstrates the ability to clearly communicate work expectations to staff; Monitors the activities of staff; and Demonstrates the ability to delegate work.	Demonstrates competencies from level 1 and 2; Coordinates the activities pertaining to each process; Establishes measures for ensuring productivity; and Ensures that staff are adequately equipped with resources to perform their work activities.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Understands basic forms of communication; Responds to basic verbal and written forms of communication; Listens attentively and asks questions to clarify any task or process related uncertainties; and Able to clearly transcribe basic types of information.	Demonstrates competencies from level 1; Uses the appropriate language, style and correct technical terms when delegating tasks; Entertains discussions and probes questions to ensure that there is a sound level of understanding of information communicated; and Speaks with authority and confidence.	Demonstrates competencies from level 1 and 2; Responds in the appropriate medium of communication with accurate and complete answers; and Encourages communication between teams.	

3. Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.	Able to identify a problem in a work process; Demonstrate the ability to solve standard operational problems; Able to determine when to escalate a problem at hand; and Understands the potential impact of problems to own working environment.	Demonstrates competencies from level 1; Provides guidance to less experienced staff; Ensures problems are resolved accordingly by testing methods of remedy; and Considers all factors that influence problems and raises them with seniors.	Demonstrates competencies from level 1 and 2; Liaises with the appropriate people to resolve complex task related problems; and Puts preventative measures in place to ensure that problems do not recur in the future.	
4. Decision making The ability to make logical decisions to ensure execution of tasks according to plan.	Demonstrates the ability to make decisions in a timely manner; Carefully considers all aspects pertaining to the matter for decision making; and Clarifies any uncertainties with superior before deciding.	Demonstrates competencies from level 1; Demonstrates an ability to use sound judgement when making a decision; Able to make and commit to sound decisions made under high pressure; and Demonstrate accountability for decisions made.	Demonstrates competencies from level 1 and 2; Consults line before making a decision for the team; and Carefully considers all aspects of work before deciding.	
5. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.	Demonstrates ability to plan and prioritize tasks efficiently; Able to work within time scheduled and complete tasks; Demonstrates ability to focus on plan; and Is able to put measures in place when deviating from a plan and still maintain delivery.	Demonstrates competencies from level 1; Identifies resource requirements for undertaking specific tasks; and Schedules daily tasks so that they can be performed efficient and effectively.	Demonstrates competencies from level 1 and 2; Able to contribute to more complex plans and strategies relating to work tasks; and Sets direction for the team in terms of work activities and carefully considers resource planning.	
6. Ethics and Professionalism- The ability to identify and deal with ethical issues and conflicts of interest.	Follows procedures as prescribed in policy and standard operating procedures; Brings potential issues of conflict to the attention of the supervisor; and	Demonstrates competencies from level 1; Identifies and evaluates risks involved in conflict of interest; Able to identify risks alternative courses of action; and	Demonstrates competencies from level 1 and 2; Endorses recommendations for resolutions and actions to resolve problems; and Champions work ethic.	

	Aware of resources available to resolve ethical issues.	Recommends appropriate course of action to resolve issues.		
FUNCTIONAL COMPETENCIES				
1. Use of process specific Technology/Equipment The ability to utilise technology/equipment in the workplace to optimise functioning of the plant.	Demonstrates general operational knowledge of the functionality of plant equipment; Demonstrates the ability to use basic technology and equipment applicable to work tasks; Manages safekeeping of own tools and equipment; and Able to identify basic issues pertaining to process technology and equipment.	Demonstrates competencies from level 1; Demonstrates more complex operational knowledge of the use of technology and equipment in the plant; Demonstrates the ability to transfer knowledge of technological and operational equipment to staff; and Able to identify malfunctions of technology and equipment.	Demonstrates competencies from level 1 and 2; Serves as a technical expert in field of work; and Able to identify complex malfunctions of technology and equipment and propose methods of remedy.	
2. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail	Follows established procedures, standards and regulations for completing work tasks; Demonstrates ability to accurately identify any errors relating to work tasks through appropriate checks; Ensures that all details of a task are completed; Checks work for errors; Identifies basic process related problems; Reviews all parts of a job to ensure quality; and Reports process malfunctions timeously.	Demonstrates competencies from level 1; Reviews and quality checks work against set standards and regulations; Able to perform basic corrective quality measures; Proposes ideas to correct all round quality issues; and Initiates action to correct quality problems.	Demonstrates competencies from level 1 and 2; Implement a monitoring strategy for all activities and processes to ensure optimal quality; and Provide relevant and sufficient training initiatives to ensure that staff are adequately trained to carry out activities.	

<p>3. Discipline Specific Skills</p> <p>Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<p>Undertakes routine tasks; Has developed a basic level of skill and experience in a technical area of work; Takes care of own equipment and apparatus; Is aware of factors that may negatively impact the completion of a job; Displays a satisfactory level of cooperation and willingness to learn; Is aware of the impact of own process to the public; and Follows logbooks handover reports.</p>	<p>Demonstrates competencies from level 1; Understands the technical language of the job; Understands the technical components of the job and has a sound understanding of specific trade principles; Understands the use and application of the full range of appropriate tools and equipment; Has essential knowledge of operations and maintenance of equipment and infrastructure; Can identify task specific problems and analyse all factors that influence the solution; Has extensive knowledge about the impact of process operational tasks to the public; and Ensures that log books are completed.</p>	<p>Demonstrates competencies from levels 1 and 2; Applies specialist knowledge to situations, to solve problems or enhance solutions; Anticipates events, situations and incidents that may impact the work environment and takes corrective action; Shows sound problem solving skills; Ensures knowledge transfer and training and mentoring of more junior staff; Educates subordinates on basic, relevant organisational and public awareness; and Addresses any uncertainties of handovers.</p>	
<p>4. Work Place Safety</p> <p>Ability to manage the environmental and workplace hazards and promotes the principles of Occupational Health and Safety.</p>	<p>Adheres to Health and Safety rules; Carries out activities to maintain a safe and clean environment in accordance to Health and Safety requirements; Wears all safety clothing and safety equipment; and Able to identify unsafe conditions, hazardous materials and possible danger.</p>	<p>Demonstrates competencies from level 1; Ensures workplace is clean and is maintained in accordance to Health and Safety requirements; Promotes the importance of a well maintained workplace in accordance to Health and Safety requirements; and Able to identify unsafe conditions and possible dangers.</p>	<p>Demonstrates competencies from level 1 and 2; Demonstrates a sense of responsibility toward the workplace safety of team; Realises the importance of liaising with seniors in times of emergencies in order to implement proper decisions and plans; Able to provide logical briefing after critical incidents occurred; and</p>	

			Exercises measures of safety control within the workplace.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1.Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve department goals.	Shows a commitment to excellence and quality; Meets deadlines; and Is friendly and responsive to community members when dealing with service delivery issues.	Demonstrates competencies from level 1; Engages effectively with the general public and clients; and Corrects service delivery problems promptly without being defensive.	Demonstrates competencies from levels 1 and 2; Understands and articulates client needs; Manages client and business expectations within financial, technical and capacity constraints; Establishes a collaborative relationship with client and line departments; and Has in-depth knowledge on service delivery matters as it relates to their work area.	
2.Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Gets on with others; Communicates effectively; Co-operates with others; and Appears optimistic and positive.	Demonstrates competencies from level 1; Able to establish rapport and relates easily to others; and Acknowledges contributions of others.	Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external clients; Wins concessions without damaging relationships; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately	

			restate their opinions, even when not in agreement; and Aware of how people and organisations function.	
3.Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Able to understand basic verbal instructions from supervisor and colleagues; Checks own understanding of tasks and expectations to avoid making mistakes; and Understands basic technical jargon.	Demonstrates competencies from level 1; Can translate technical information into terms that are understood by subordinates and customers; and Responds to questions with accurate and complete answers.	Demonstrates competencies from levels 1 and 2; Communicates effectively both verbal and written; Is able to compile routine reports and keeps relevant record for the unit; Uses appropriate style and format to communicate to internal and external clients; Able to read situations and interest positions and to respond appropriately; Communicates complex and technical information effectively; and Communicates effectively at senior levels.	
4.Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals	Shows a commitment to excellence and quality; Meets deadlines; and Is friendly and responsive to community members when dealing with service delivery issues.	Demonstrates competencies from level 1; Engages effectively with the general public and clients; and Corrects service delivery problems promptly without being defensive.	Demonstrates competencies from levels 1 and 2; Understands and articulates client needs; Establishes a collaborative relationship with client and line departments; and Has in-depth knowledge on service delivery matters as it relates to their work area	

PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on the task, to be energetic, persistent and reliable.	Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; Initiates contact with others; and Motivated and energetic,	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; and Displays high energy and sets example.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	
2. Resilience The ability to responds constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks	Accepts criticism about performance in stride, while maintaining work standards; and Attempts to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Shows emotional resilience during difficult situations; and Shows continuous improvement despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; Stays calm and focused under pressure; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Plans and initiates new ways forward.	
3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	

4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and acts to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	
MANAGEMENT/ LEADERSHIP COMPETENCIES				
1.Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals of the unit.	Has a clear sense of his/her own and team goals.	Demonstrates competencies from level 1; Sets out work for others in a well-planned and organised manner; and Good at establishing clear direction.	Demonstrates competencies from levels 1 and 2; Sets out team goals providing clear sense of purpose; Able to translate Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and	

			Organises resources and inspires others towards focussed performance.	
2.Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Deserving of respect from peers and supervisors.	Demonstrates competencies from level 1; Makes positive impact and comes across as confident and competent; Motivates subordinates to accomplish tasks and missions; and Has credibility with staff.	Demonstrates competencies from levels 1 and 2; Tactfully confronts and corrects others when necessary; Fosters team work and collaboration; Motivates and inspires others; Effectively influences colleagues and supervisors at more senior levels; Establishes support and projects authority and credibility; and Uses influence to achieve objectives and sell ideas.	
3.Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Appears willing to learn new ways of doing things.	Demonstrates competencies from level 1; Understands subordinates' limitations; Provides guidance and support where necessary; Understands own development needs; and Shares knowledge and information with peers and subordinates.	Demonstrates competencies from levels 1 and 2; Encourages 'on-the-job' training and the acquisition of new skills; Anticipates mistakes and freely aids without being overbearing; and Monitors progress and gives individuals specific feedback on their performance.	
4.Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in	Co-operates and works well with others; Shows consideration towards others; and Seen to be reliable and dependable.	Demonstrates competencies from level 1; Shares information and collaborates easily with others; Shows initiative and confidence in dealing with others; and	Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully involving others in team decisions; and	

working with others to achieve a shared goal.		Participates actively as a member of a team.	Recognises and respects the value of diverse views.	
---	--	--	---	--

PROJECT ADMINISTRATION COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Project Administrator	Project Administrator	Senior Project Administrator	
KNOWLEDGE AND SCOPE OF WORK	Provides routine clerical support for projects and follows standard procedures; and Operates under direct supervision.	Provide efficient and effective project administration and logistical support services across the project life cycle to a Project Manager / Senior Project Manager / Programme Manager in the successful delivery of projects; and Operates under limited supervision.	Provide efficient and effective project management services across the project life cycle to a Project Manager / Senior Project Manager / Programme Manager in the successful delivery of projects; and Supervises more junior staff.	
EXPERIENCE	2 - 5 years' relevant experience.	5 years' relevant experience.	5 - 8 years' relevant experience.	
QUALIFICATION	Grade 12; and Computer literacy: MS Office.	Grade 12 or a 1 year project management certificate; and Computer literacy: MS Office.	Grade 12; and A 1 year project management certificate or a B-Tech or Post Graduate Diploma in project management; and Computer literacy: MS Office.	

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	Reads and understands basic documents; Able to follow basic instructions as contained in written communication; Able to respond in writing to basic types of communication; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication.	Demonstrates competencies from level 1; and Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the municipality.	Demonstrates competencies from levels 1 and 2; Prepares considered, high quality reports for decision- making within the municipality; and Takes supervisory responsibility for reviewing and editing less experienced subordinates work.	
2. Oral Communication The ability to articulate a message in an understandable and convincing manner.	Able to understand basic verbal instructions from superiors and colleagues; Confirms / clarifies understanding of instructions, thereby avoiding mistakes; and Makes self-understood to others, pointing out specific issues or considerations to be taken into account.	Demonstrates competencies from level 1; Makes self understood to others, pointing out specific issues or considerations to be taken into account; Interprets complex language / communication; and Able to communicate complex ideas to others in an understandable way.	Demonstrates competencies from levels 1 and 2; and Demonstrates effective oral presentation skills for complex and sensitive topics and issues.	
3. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	Interacts with various clients / stakeholders on a daily basis; Answers basic questions politely and helpfully; Gives options for client / stakeholders actions from a range of actions available; and	Demonstrates competencies from level 1; Ascertains a range of options for client / stakeholder action; Gives options and recommendation of preferred option to client / stakeholder;	Demonstrates competencies from levels 1 and 2; Identifies preferred solution with potential consequences; Decides on best option within risk profile;	

	Follows through on option selected by client / stakeholder within confines of laid down procedure.	Provides reasons for preferred option; and Follows through on final decision.	Creates understanding with client / stakeholder / groups as to best option; and Executes option and accepts consequences and accountability.	
4. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.	Understands how a business unit functions; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to local government within specific functional area; and Knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1; Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	Demonstrates competencies from levels 1 and 2; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; Demonstrates knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.	
5. Problem Solving The ability to identify potential problem areas, to break the problem into component parts, generates potential solutions, select an option and implement it.	Identifies simple problems within a set process; Alerts supervisor of problems within a set process; Solves problems of a basic nature; Identifies problems in processes; and Refers problems to supervisor for resolution but offers alternatives or recommendations.	Demonstrates competencies from level 1; Breaks problems into component parts; Understands to whom to refer problematic elements; Gets input from team / colleagues as to possible solutions; Develops alternative solutions and refers to supervisor for approval;	Demonstrates competencies from levels 1 and 2; Conceptualises possible solutions to problems; Weighs each solution against best-practice criteria; Establishes and executes plans to solve problems engaging others as necessary; Ensures implementation and buy-in to the solution;	

		Follows up on resolution; and Recommends changes to forms, documents, procedures, policies, etc., that will increase the effectiveness of the project area.	Displays understanding of risks that threaten projects at each stage of development; and Develops contingency plans for potential problems.	
6. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; Executes tasks according to plan in order of priority, using some discretion; Plans tasks on a daily basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from level 1; Plans tasks on a weekly basis; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 and 2; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Consistently meets client and stakeholder expectations on projects.	
7. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.	Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone; Demonstrates basic computer literacy; and Basic knowledge of MS Office.	Demonstrates competencies from level 1; Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone; Advanced knowledge of MS Office; and Able to process data utilising various computer software packages (e.g. MS Project).	Demonstrates competencies from levels 1 and 2; Able to use advanced features of MS Office packages; Understands how to use computer packages to process a range of data; and Optimise the use of technology for effective and efficient operations within office.	

8. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.	Checks work for errors and omissions before submission; Ensures all details of a task are accomplished; Checks against standards and regulations; and Completes project documents and tasks.	Demonstrates competencies from level 1; Maintains a project checklist covering all detail which might be omitted; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 and 2; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.	
FUNCTIONAL COMPETENCIES				
1. Project management Ability to ability to harness the skills and expertise within a team to achieve the project goals in the most efficient and effective manner.	Follows laid-down procedures diligently; Identifies elements in a project that may create bottlenecks and blockages; Brings supervisor's attention to bottlenecks and blockages; and Demonstrates knowledge and understanding of contractual, legislative and statutory terminology / requirements in the management of a project.	Demonstrates competencies from level 1; Understands the project life cycle and all associated processes; Makes recommendations on improvements to a process or system within the project; Has the ability to identify problems and analyse all factors that influence the solution on basic projects; Keeps managers aware of the status of projects being managed, including timeframes and document requirements, and key operational issues through formal and informal communications (e.g., status reports, e-mails, updates at meetings); and Implement management procedures necessary for the smooth running of a project.	Demonstrates competencies from levels 1 and 2; Has in depth knowledge of the specific project life cycle; Understands the processes from project conceptualization through to implementation and operationalisation; Has in-depth knowledge of standards and operational criteria in the functional areas relevant to the project at hand; Has the capacity to accept responsibility for decisions on basic projects; and Advises on the management procedures necessary for the smooth running of a project including document control techniques and systems, meetings and reporting procedures.	

2. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.	Enters data into specific applications, computerised or manual according to set procedures; and Checks data as it is entered for obvious errors.	Demonstrates competencies from level 1; Able to conduct basic analysis of data by printing out standardised reports; and Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint).	Demonstrates competencies from levels 1 and 2; Able to analyse complex data through the creation of spreadsheets and databases; and Able to summarise conclusions to analysis in order to make meaningful decisions.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from levels 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	

<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<p>Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.</p>	<p>Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.</p>	<p>Demonstrates competencies from levels 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.</p>	
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Shows a commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.</p>	<p>Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.</p>	<p>Demonstrates competencies from levels 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.</p>	
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Addresses less complicated problems promptly, without being defensive.</p>	<p>Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; Supports others to take personal responsibility to deliver excellent customer service; and Monitors client satisfaction.</p>	<p>Demonstrates competencies from level 1 and 2; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.).</p>	

PERSONAL COMPETENCIES				
1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Relentlessly pursues project objectives; and Pushes self and motivates others for results.	Demonstrates competencies from level 1; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.	
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	
4. Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty;	

in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.			Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from levels 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from levels 1 and 2; Fosters a strong sense of team belonging; Contributes towards a positive climate within team; and Involves and empowers team in setting and achieving goals.	

3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work in a well-planned and organised manner.	Demonstrates competencies from levels 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers.	Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and Able to identify own development needs.	Demonstrates competencies from levels 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Able to identify appropriate training interventions; and Able to understand the underlying causes for non or poor performance and to provide the appropriate support.	

PROJECT / PROGRAMME MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	Project Manager I Project/ Programme Coordinator	Project Manager II	Senior Project Manager	Programme Manager
KNOWLEDGE AND SCOPE OF WORK	<p>Manages and leads less complex, smaller projects within the project life cycle;</p> <p>Performs the full range of activities within project management principles; and</p> <p>Coordinates the implementation of programmes/projects across different departments.</p>	<p>Typically manages projects of various levels of risk and complexity;</p> <p>Performs the full range of activities within project management principles;</p> <p>Accountable for all phases and aspects which will ensure the successful delivery of the project; and</p> <p>Manages all resources involved in the project. Must be able to exert influence across departments who do not necessarily report to the project manager.</p>	<p>Typically manages major projects with extensive long term impact and which are of a higher risk and complexity or may be medium sized programmes;</p> <p>Manages multiple projects and/or minor to medium programmes;</p> <p>Supervises and/or co-ordinates staff; and</p> <p>Makes final interpretative decisions on project implementation issues of a complex nature in variable and unpredictable circumstances which will have an impact across the municipality or in internal service delivery.</p>	<p>Manages a major programme or programmes comprising of multiple projects of high risk and complexity that impact significantly on the municipality;</p> <p>Makes final interpretative decisions on programme implementation issues of a complex nature in unpredictable environments, which have an impact across the municipality or in external service delivery;</p> <p>Lead and head a programme team and manages staff; and</p> <p>Facilitates the successful implementation of multiple projects within respective programmes.</p>
EXPERIENCE	0 - 2 years relevant experience	2 - 5 years relevant experience	5 - 8 years relevant experience	8 years or more relevant experience with extensive managerial experience

QUALIFICATION	A relevant tertiary qualification in project management; and Computer literacy: MS Office.	A relevant tertiary qualification in project management; and Computer literacy: MS Office.	A relevant tertiary qualification in project management; and Computer literacy: MS Office.	A relevant tertiary qualification in project management; and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
FUNCTIONAL / PROFESSIONAL COMPETENCIES				
1. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.	Displays a satisfactory level of technical and professional skill or knowledge in project - related areas - keeps up with current developments and trends in areas of expertise; Displays in-depth knowledge of the specific project life cycle; Understands the processes from project conceptualization through to implementation and operationalization; Has in-depth knowledge of standards and operational criteria in the functional areas relevant to the project at hand; Has the ability to identify problems and analyze all factors that influence the solution on basic projects; and Capacity to accept responsibility for decisions on basic projects.	Demonstrates competencies from level 1; Able to undertake and evaluate complex projects and anticipates events, situations and incidents that may impact on the operation of the system; Able to assess practicality of technical specifications for systems requirements; Commissions and/or decommissions works safely and with minimum disruption to municipal service provision; Uses discretion in situations of deviation from project assumptions; and Identifies and implements corrective action on projects.	Demonstrates competencies from level 1 and 2; Able to make judgement decisions on issues falling outside of the operating rules and procedures; Manages the complexity of high impact projects on programme delivery; and Takes corrective actions to ensure compliance with project / programme outcomes / IDP objectives.	Demonstrates competencies from levels 1 to 3; and Manages programme and project monitoring and control including value and benefit realisation in relation to IDP delivery and municipal vision and long-term goals.
2. Financial Management Maximises the municipalities' business sense and displays a sound business understanding in	Understands, analyses and monitors financial reports; Ensures proper records of financial affairs and transactions;	Demonstrates competencies from level 1; Manages and monitors financial risk;	Demonstrates competencies from levels 1 and 2; Identifies and implements partnerships and explores alternate avenues to achieve	Demonstrates competencies from levels 1 to 3; Evaluates financial impact of strategic decisions across the municipality;

applying the most effective management practices to achieve municipal and project / programme financing goals and objectives.	Prepares project financial reports based on prescribed format; Understands and applies SCM practices, policy and procedures in procuring service providers; Able to manage basic contracts; and Aligns expenditure to budgets and cash flow projections.	Understands and weighs up financial implications of propositions; Develops corrective measures/actions to ensure alignment of budget to financial resources; Manages more complex contracts; In-depth understanding of SCM practices and procedures; and Has knowledge and understanding of national policy and legislation impacting on municipal finance.	financial spend and improved service delivery; Acts on and reports financial risks to delegated authorities; Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense; and Well versed in SCM practices and procedures.	Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities; Manages continuous alignment of budget, resources and IDP plans; and Manages programmes to ensure effective budget spend and prevention of fruitless and wasteful expenditure.
3. People Management Manages and encourages people, optimises their outputs and effectively manages relationships to achieve municipal goals.	Gives direction to teams in realising the project's strategic objectives; Applies labour and employment legislation and regulations consistently; and Assigns clearly defined tasks to subordinates.	Demonstrates competencies from level 1; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals; and Tactfully confronts others when necessary and able to make unpopular decisions if it is in the best interests of the project.	Demonstrates competencies from levels 1 and 2; Delegates and empowers others to increase contributions and level of responsibility and accountability; Able to manage own time as well as time of colleagues and other stakeholders; Provides opportunities that will enhance a more diverse workforce and equal access to development for all people in the designated groups; Facilitates team goal setting and problem solving; Manages conflict through a participatory transparent approach; and Identifies and harnesses /develops talented employees. May require support in	Demonstrates competencies from level 1 to 3; Recognises individuals and teams and provides developmental feedback and takes remedial action in accordance with performance management principles; Adheres to internal and national standards with regards to HR practices; Interacts with organised labour matters; Identifies competencies required and suitable resources for specific tasks; Lead and unite diverse teams across departments to achieve institutional objectives;

			implementing development initiatives.	Manages conflict through a participatory transparent approach; Builds a work environment conducive to sharing, innovation, ethical behaviour and professionalism; Provides mentoring and guidance to other to increase personal effectiveness; and Drives compliance with the relevant employee legislation.
4. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.	Consistently meets client and stakeholder expectations on projects; Able to accurately scope out projects and translate project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; Displays understanding of risks that threaten projects at each stage of development; Complies with municipality's procurement policies and processes. Understands the various types of contracts and pricing models, their strengths and weaknesses and when best to use them; and Able to coordinate the integration of people, resources and materials to achieve project objectives.	Demonstrates competencies from level 1; Develops integrated plans for the work unit and others that interface with the departments' budget; Develops scenarios on projects; Assists others to plan and organise their work; Develops contingency plans for potential problems; and Manages and plans for risk aversion.	Demonstrates competencies from levels 1 and 2; Actively seek, identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; Develops partnership agreements that ensures win – win outcomes for all parties; and Attends to and manages multiple tasks / projects and details by focussing on key priorities and delegation to others.	Demonstrates competencies from levels 1 to 3; Sets short term and longer- term project plans and cascades it to the work team and individual performance objectives. Identifies and allocates resources accordingly. Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results. Is able to get more things done whilst using fewer resources to achieve this Sets goals and objectives relevant to the function and focuses on the customers' needs

				Projects and forecasts short, medium and long term needs for the municipality.
5. Monitoring and Control The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Asks questions to obtain relevant information; Reviews progress and shares information; Obtains feedback on results from those directly involved; Ensures that all details of a project are accomplished; Keeps track of many small details without forgetting any; Ensures compliance with occupational health and safety regulations; Consistently attains targets and goals as planned; Delivers activities and plans as scheduled; Maintains a project checklist covering all detail which might be overlooked; and Initiates action to correct quality problems or notifies others of quality issues as appropriate.	Demonstrates competencies from level 1; Notices errors or problems prior to projects being completed and rectify through appropriate actions; Gathers information on the probability of success and the consequences of failure; and Builds due dates into assignments, tasks and delegations; and Effectively communicates milestones and expected results.	Demonstrates competencies from levels 1 and 2; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; and Able to set up systems and procedures to collect data, formulate and report on project progress to comply with the municipality's governance requirements.	Demonstrates competencies from levels 1 and 2; Manage the establishment of a system to follow up on projects/tasks /assignments for reporting on IDP and other deliverables; and Sets up feedback mechanisms to monitor work / projects in progress.
6. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.	Knowledge of the municipality priorities and goals; Operates within the municipality policies and procedures; Applies sector policies and legislation in undertaking tasks; and	Demonstrates competencies from level 1 Understands the municipality's policies and procedures; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from levels 1 and 2; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipal legislation; Contributes toward addressing the municipality's service delivery challenges; and	Demonstrates competencies from levels 1 to 3; Contributes to shaping the municipality's and sector specific goals and priorities; Contributes to shaping the municipality's policies and procedures; and

	Aware of the issues impacting service delivery.		In-depth knowledge of the municipality's policies and procedures.	Understands priorities, goals and issues of neighbouring municipalities.
7. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant standards.	Ensures all details of a task are accomplished; Completes reports and other documentation accurately; Checks against design standards and regulations; and Maintains a project checklist covering all detail which might be overlooked.	Demonstrates competencies from level 1; Able to anticipate problems; Notices errors or problems prior to tasks being completed; and Ensures that all information is available in the preparation of documentation, failing which estimates, deductions, assumptions and or projections are made to ensure the completeness of documentation.	Demonstrates competencies from levels 1 and 2; and Accurately reviews documents and edits documents created by others; and Signs off on documents within scope of authority.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; and Checks against standards and regulations and signs off on documents as per delegated authority.
8. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his/her own and team goals; and Clearly defines the parameters of tasks including responsibility, decision making, authority and accountability, and any other actions constraints or deadlines.	Demonstrates competencies from level 1; Sets out work for others in a well-planned and organised manner; Establishes appropriate procedures to stay informed of issues and results of shared responsibility; and Allocates decision making authority and/or task responsibility to appropriate individuals in appropriate areas.	Demonstrates competencies from levels 1 and 2; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.	Demonstrates competencies from levels 1 to 3; and Able to translate Directorate / department goals into objectives for the unit and gains commitment for these goals from his team.

<p>9. Dispute Resolution</p> <p>The ability to deal effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.</p>	<p>Establishes a clear and compelling rationale for resolving conflict; Collects information from relevant sources to understand conflict; and Understands conflict resolution methodology and processes.</p>	<p>Demonstrates competencies from level 1 Able to diffuse disagreements that are impacting on performance; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; Is impartial when resolving conflicts. Stays focussed on resolving the conflict and avoids personal issues and attacks; Portrays knowledge of dispute resolution policies and frameworks (arbitration processes, litigation, etc); and Presents and seeks practical, fair and equitable solutions or positive course of action.</p>	<p>Demonstrates competencies from levels 1 and 2; Objectively views conflict from all sides; Is credible and an impartial facilitator; and Ensures that all parties are aware of agreements and required actions when the issues are resolved.</p>	<p>Demonstrates competencies from levels 1 to 3.</p>
<p>10. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.</p>	<p>Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem-solving approach and provides rationale for proposed solutions; Determines root causes of problems and evaluates whether solutions address root causes; Demonstrates objectivity, thoroughness, insightfulness, and probing</p>	<p>Demonstrates competencies from level 1; Probes deeply and considers consequences and risks attached to actions; Deals effectively with ambiguity and uncertainty; Deals with high levels of complexity and clarifies issues for others; Demonstrates the ability to break down complex problems into manageable parts and identify solutions;</p>	<p>Demonstrates competencies from levels 1 and 2; Comes up with creative and unique ideas that display his/her in-depth understanding of the subject matter; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total municipal impact in</p>	<p>Demonstrates competencies from levels 1 to 3; Generates various solutions / options and contingency plans for problems; Manages problems as they occur and escalate to relevant levels if required; and Support innovative thinking in developing new ways to solve problems.</p>

	behaviours when approaching problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Puts preventative measures in place to ensure that problems do not recur in the future; and Anticipates problems and strategises to counteract potential impact.	consultation with the stakeholders.	
11. Negotiation The ability to achieve the desired objectives and agreements through interactive discussion with either internal or external parties. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Collects and analyses information from relevant sources to understand the issues and positions of all parties to the negotiation; Understands negotiation methodology and processes; Negotiates objectively and focuses interaction on the relevant issues; Builds common ground by pointing out areas of agreement, focuses efforts by pointing out areas of disagreement; and Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process.	Demonstrates competencies from level 1; Wins concessions without damaging relationships; Can be direct, but still maintains a high degree of diplomacy and politeness; Presents and seeks practical, fair and equitable solutions or positive course of action; Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships; and Stays focussed on resolving the deadlocks and avoids personal issues and attacks.	Demonstrates competencies from levels 1 and 2; Ensures that all parties are aware of agreements and required actions when the issues are resolved; and Manages the outcomes and impact of agreements as negotiated.	Demonstrates competencies from levels 1 to 3; Establishes clear mandate and strategy for negotiations.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others;	Demonstrates competencies from level 1; Accurately captures others' expectations, ideas and concerns; and Encourages and considers inputs of others and convinces	Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others' arguments and to incorporate	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and

	Relates to people at all levels of the municipality; and Shows confidence in engagement with internal and external stakeholders.	others of his/her ideas without suppressing their views.	in proposals where it is merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	accurately restate their opinions, even when not in agreement; and Aware of how people and municipality function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Adapts communication content and style according to the audience including managing body language effectively; Delivers messages in a manner that gains support, commitment and agreement; Communicates effectively with people at all levels within the municipality; Listens well and is receptive and encourages participation and mutual understanding	Demonstrates competencies from level 1 Communicates controversial, sensitive messages to stakeholders tactfully; Communicates high risk sensitive matters to all relevant parties; Steers negotiations around complex issues and arrives at a win / win situation; Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 and 2; Able to read situations and matters of interest and to respond appropriately; Uses language and style to capture the attention of the audience; Develops well defined communication strategy; and Markets and promotes the municipality to external stakeholders.	Demonstrates competencies from levels 1 to 3; Balances political views with municipal needs when communicating differing viewpoints on complex issues; and Communicates with all internal and external stakeholders with due consideration of communication protocols and without compromising the integrity of the municipality.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Professional in interaction with the general public and stakeholders.	Demonstrates competencies from level 1; Engages effectively with the general public and community representatives.	Demonstrates competencies from level 1 and 2; Speaks effectively on service delivery matters to internal and external stakeholders; and Understands and articulates community needs in local government project plans,	Demonstrates competencies from levels 1 to 3; Establishes a collaborative relationship with the community; and Manages community expectations within financial, technical and capacity constraints.

4. Client Orientation and Customer Focus Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.).	Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.	Demonstrates competencies from levels 1 to 3; and Manages the customer centric service delivery implementation strategy.
PERSONAL COMPETENCIES				
1.Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Pushes self and motivates others for results; Successfully completes projects with time and budget allocations; and Acts if goals/objectives are not met.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Sets and meets challenging goals; and Displays a drive to do things better.	Demonstrates competencies from levels 1 to 3; and Relentlessly drives deliverables against projects in various programmes

2.Resilience The ability to responds constructively to pressure/stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; and Shows emotional resilience and handles difficult situations effectively.	Demonstrates competencies from levels 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from levels 1 and 2; Continues to attempt to improve, despite setbacks or other constraints; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3.Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from levels 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4.Cognitive ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from levels 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Ability to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5.Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge/skills gap; Learns from experience – does not repeat mistake; and	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.

		Seeks ongoing support for own limitations (e.g. from coach, mentor, peers and research).		
6.Accountability and ethical conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Admits own mistakes and weaknesses and seeks help from others where unable to deliver; Takes responsibility for own actions; and Has no agendas when dealing with issues or people.	Demonstrates competencies from level 1; Reports fraud, corruption, nepotism and maladministration; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; Shares information openly, whilst respecting the principle of confidentiality; and Develops and applies self-corrective measures.	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the municipality, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation /department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Promotes a transparent and accountable municipal administration.
MANAGEMENT/LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; Commands respect from peers and subordinates and stakeholders; and Convinces management of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from level 1; Motivates contractors to accomplish tasks, outcomes and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and contractors; Uses an in depth understanding of the interactions within a group to move towards a specific agenda;	Demonstrates competencies from levels 1 and 2; Establishes support and projects authority and credibility; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Able to make unpopular decisions if it is in the best interests of the municipality; and	Demonstrates competencies from levels 1 to 3

		Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Is called upon to mediate conflicts and disagreements	Shows a strength of character maintaining performance under duress and pressure.	
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Shares information and collaborates easily with others; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); and Creates strong morale/team spirit.	Demonstrates competencies from level 1; Able to manage in a multi-disciplinary team; Uses complex strategies to promote team morale and productivity; Involves and empowers teams in setting and achieving goals; Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities/ departments.	Demonstrates competencies from levels 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from levels 1 to 3; and Builds team spirit and cohesion across function boundaries in the respective disciplines.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Share knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; and Balances the municipalities tasks and goals with subordinates personal and professional needs.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style; Sets challenging tasks that stretches individuals' abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations;	Demonstrates competencies from levels 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non-or poor performance and to provide the appropriate support; and Understands municipal needs and formulates and	Demonstrates competencies from levels 1 to 3; and Actively involved in the retention and development of talent within the municipality.

		Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages self-reliance and allows staff to make and learn from mistakes.	implements development plans, outlining specific performance measures.	
--	--	--	--	--

PROPERTY MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These a guide and therefore not limited to)	Property Management Officer Property Officer Property Inspector	Operational Manager: Property Management Senior Property Management Officer Senior Property Officer Senior Property Inspector	Assistant Manager: Property Management Principal Property Management Officer Principal Property Officer Principal Property Inspector Specialist: Acquisitions Specialist: Leases Specialist: Disposals	General Manager: Property Management Manager: Property Management
KNOWLEDGE AND SCOPE OF WORK	Under direct supervision of the Operational Manager or Manager: Property Management, implement the Property Management Plan operations by: Assisting with the implementation of the Property Management Operations; Implementing Operational and Maintenance requirements in terms of the Municipality's Policies and property Portfolio; Assisting with the operations of the Management of identified Council owned Property Portfolio;	Under direct supervision of the Assistant Manager: Property Management oversee the Property Management Operations by: Implementing the Property Management Operations and Action Plans; Actioning Property Portfolio operational requirements in terms of the Municipality's Policies; Implementing the Operational Management of Property Portfolio, acquisitions and disposal planning systems and	Manage the Property Management Function under the direct supervision of the General Manager/ Manager: Property Management and may be required to manage more junior staff, by: Implement the Property Management Strategy and Action Plans; Actioning detailed plans for Property Management, acquisition, disposal and leases in terms of the Municipality's Policies; Managing the Council property portfolio and	Manage a specialised Property Management Function under the leadership and guidance of the Director/Divisional Head/Property Portfolio Manager, by: Aligning the property management vision with the Municipal Growth Strategy and IDP; Developing a short to medium term Property Acquisition, Disposal, Leases and Revenue Strategy; Aligning Property Acquisition, Disposal, Leases and Revenue Strategy with the Municipality Strategy;

	Assisting with the implementation of operational solutions and services; Assisting with Operational Implementation of Property Department's Business Plan; Assisting with Operational maintenance of the Property Portfolio; and Assisting with functions related to billing and collection of revenue generated from property leases and disposals.	tools in support of Property Department mandate for identified assets; and Implementing operational solutions and services in line with the Property Department's Business Plan.	implement approved property management planning systems and tools in support of Property Department mandate; Implementing expert solutions and services that align with Property Department's business strategy, vision and mission; Managing the property portfolio aligned with Municipality's budget; and Executing the property portfolio management, acquisition, leases and disposal operational.	Ensuring an increased economic base of underdeveloped areas in the Municipality; Upscaling the entrance of new property owners in Municipal land/property disposals; Utilising the Municipal Property Portfolio to support social development; and Utilising the Municipal property portfolio to support the Housing Master Plan / Strategy.
EXPERIENCE	2 - 5 years' relevant experience	5 - 8 years' relevant experience	8 years or more relevant experience in Property Management at middle management	8 years or more experience in Property Management at middle/senior management
QUALIFICATION	A relevant post matric qualification, preferably a Certificate/ Diploma or equivalent in Property Management / Build Environment or related; and Computer literacy: MS Office.	A relevant post matric qualification, preferably a Certificate/Diploma / B degree in Property Management / Build Environment or related; and Computer literacy: MS Office.	A relevant tertiary qualification, preferably a Diploma/B degree in Property Management/ Build Environment or related; and Computer literacy: MS Office.	A relevant tertiary qualification, preferably a Diploma/B degree in Property Management/ / Build Environment or related; and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4

CORE PROFESSIONAL COMPETENCIES				
1.Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	Interacts with various clients / stakeholders on a daily basis; and Answers basic questions politely and helpfully.	Demonstrates competencies from level 1; Gives options for client / stakeholders actions from a range of actions available; and Follows through on option selected by client / stakeholder within confines of laid down procedure.	Demonstrates competencies from level 1 and 2; Ascertains a range of options for client / stakeholder action; Gives options and recommendations of preferred option to clients / stakeholders; Provides reasons for preferred option; and Follows through on final decision.	Demonstrates competencies from level 1 to 3; Identifies preferred solution with potential consequences; Decides on best option within the risk profile; Creates an understanding with clients / stakeholders/groups as to best option; and Executes option and accepts consequences and accountability.
2.Technical Communication The ability to convey technical information and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.	Demonstrates effective oral and written communication of technical concepts and information; Attends to messages from others – correctly interprets and responds promptly and appropriately. Asks questions when issues appear unclear; Appears aware of the various media available to simplify content delivery; and Shows an understanding of the issues at hand and how best to communicate the information.	Demonstrates competencies from level 1; Organizes communication in a logical manner and prioritises issues; Ensures that all communication (both verbal and written) is clear and unambiguous; Uses terms, examples and analogies that are understood by all; Communicates effectively with people at all levels within the municipality; Is receptive to suggestions and ideas from others; and Demonstrates an in-depth understanding of the technical issues to be communicated.	Demonstrates competencies from level 1 and 2; Delivers messages and technical information in a manner that gains support, commitment and agreement; Conveys information through various media, using a number of techniques to maintain audience attention in lieu of technical concepts; Communicates controversial, sensitive messages to stakeholders tactfully; Balances political views with municipal needs when communicating differing viewpoints on complex technical issues; Ensures understanding by asking questions and can reframe or convey	Demonstrates competencies from level 1 to 3; Is pro-active in dealing with all asset management situations and displays initiative – responding quickly to issues; Ensures that all communication focuses on building long-term relationships with staff, residents and stakeholders; Ensures that all communication conveys consistency of message, brand uniformity, synergy and cost effectiveness; and Ensures all communication is coordinated and integrated - not fragmented.

			<p>messages in different ways to enhance understanding;</p> <p>Shows an exceptional grasp of the power of language and is very articulate;</p> <p>Demonstrates conceptual clarity when communicating (i.e. explains ideas, viewpoints very clearly); and</p> <p>Ensures all bases are covered and that all information is correct and complete.</p>	
<p>3.Organisational Awareness</p> <p>Demonstrates an awareness of the Municipality's key drivers, impacts on service delivery and understands the political undertones and consequences within the Municipality.</p>	<p>Demonstrates an understanding of how the municipality works;</p> <p>Is aware of the municipality's goals and objectives; and</p> <p>Is diplomatic and tactful.</p>	<p>Demonstrates competencies from level 1;</p> <p>Demonstrates an awareness of the issues impacting service delivery;</p> <p>Is politically aware and astute, demonstrating an understanding of the political dynamics at play in the Municipality;</p> <p>Understands how the municipality works and the municipal functions; and</p> <p>Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Understands and internalizes the municipality's priorities and goals; and</p> <p>Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Demonstrates an understanding of the municipal and local government processes;</p> <p>Ensures that all communication supports equitable service delivery taking into account how service issues, program policies and decisions impact public interests / concerns;</p> <p>Demonstrates an intimate understanding of the capabilities, nature and potential of the service;</p> <p>In-depth knowledge of municipality's policies and procedures; and</p> <p>Understands priorities, goals and issues of local government.</p>
<p>4.Conceptual Thinking</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity.</p>	<p>Operates within fairly structured parameters and guidelines when solving problems;</p> <p>Knows when to refer problems to superior for resolution; and</p>	<p>Demonstrates competencies from level 1;</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Demonstrates an intuitive grasp of issues and is able to link information;</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Demonstrates the ability to break down complex problems into</p>

Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Shows initiative in suggesting possible solutions to certain problems.	Demonstrates logical, analytical reasoning and conceptual understanding; Is able to question and probe deeply about issues, using tact and diplomacy; Demonstrates competency in following through and continue with a line of questioning until the situation is completely understood; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution	Looks for new ways to solve problems and demonstrates innovative and creative thinking; Able to balance detail orientation with 'big picture' thinking; Deals effectively with unpredictability and can 'think on his/her feet'; and Comfortable with a degree of ambiguity.	manageable parts and identify solutions; Anticipates situations and can generate various solutions / options and contingency plans for problems; and May have to make judgment calls and decisions that could have significant corporate impact.
FUNCTIONAL COMPETENCIES				
1. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Manages the assigned tasks to the agreed standards and meets deadlines; Uses time effectively and remains focused – does not become easily distracted; Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures work is accurate and complete.	Demonstrates competencies from level 1; Manages resources to achieve the project objectives; Sets high performance standards for self and others; Follows procedures accurately; Prioritises activities to ensure that project is completed within schedule; and	Demonstrates competencies from level 1 and 2; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; Measures progress and monitors performance and results; Assumes responsibility and accountability for successful completion of tasks and projects;	Demonstrates competencies from level 1 to 3; Manages multiple projects; Defines roles and responsibilities for project team members and clearly communicates expectations; Sets and manages service level agreements with external service providers; Prioritises multiple resources to meet competing deadlines; and Manages multiple budgets working with a range of large to small service providers, artists or experts.

		Complies with budgetary requirements.	Ensures high quality output and initiates action to correct problems; and Develops contingency plans for potential problems.	
2.Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.	Ensures proper records of financial affairs and transactions.	Demonstrates competencies from level 1; Continuously looks for new opportunities to obtain and ensure optimal utilization of funding; and Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense.	Demonstrates competencies from level 1 and 2; Will utilise the most cost-effective combination of media and communication channels and techniques to convey municipal messages to residents and stakeholders; Understands and weighs up financial implications of propositions(e.g. advertising campaigns); Procures external service providers through the municipality's Supply management system; Develops corrective measures/actions to ensure alignment of budget to financial resources; and Has in-depth knowledge of national policy and legislation impacting on municipal finance.	Demonstrates competencies from level 1 to 3; Aligns expenditure to budgets and cash flow projections; Follows billing and payment practices as set out by the municipality. Where service providers do not conform to standard accounting practices – some flexibility may need to be exercised– although checks must be applied in all instances.
3.Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.	Captures data accurately, checking for accuracy; and Able to conduct basic data analysis.	Demonstrates competencies from level 1; Able to analyse complex data through the creation of spreadsheets and databases; and	Demonstrates competencies from level 1 and 2; Collects and reviews data regularly to monitor progress, especially following a specific campaign, or to ascertain	Demonstrates competencies from level 1 to 3; Establishes what needs to be monitored; Develops monitoring systems that are easy to use and provide data that is relevant and timely;

		Able to summarise conclusions to analysis in order to propose certain trends.	effectiveness of communication, or to anticipate particular service delivery needs; Able to interrogate information, analyse and draw conclusions to identify trends; and Able to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage.	Implements tracking systems; and Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly.
4. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.	Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role; and Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the department.	Demonstrates competencies from level 1; Demonstrates advanced computer literacy and is able to use advanced features of relevant software packages; Is competent in the use of the relevant technology in the area; and Embraces new technology and shows a willingness to learn.	Demonstrates competencies from level 1 and 2; Demonstrates creativity when using various aspects of technology in the department; Is aware of the latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results; and Demonstrates technical expertise in the use of technological equipment in the area.	Demonstrates competencies from levels 1 to 3; Aware of best practice and tools required to achieve this; Keeps up to date with current developments and trends; and Encourages continual update and development of new skills with regard to technology usage.
PUBLIC SERVICE ORIENTATION COMPETENCIES				

<p>1.Service Delivery Orientation</p> <p>The ability to focus staff on service delivery and the interests of the residents and their communities.</p>	<p>Demonstrates a commitment to excellence; and</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines.</p>	<p>Demonstrates competencies from level 1;</p> <p>Researches needs of clients;</p> <p>Consults clients and stakeholders on ways to improve the delivery of services; and</p> <p>Professional in interaction with general public and stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Understands community needs and supports delivery through timeous communication;</p> <p>Ensures that the department / municipality responds quickly to situations (including crises) and informs all stakeholders where necessary;</p> <p>Identifies and analyses opportunities where innovative ideas can lead to improved service delivery;</p> <p>Ensures all follow-up activities are completed; and</p> <p>Ensures that all communication with stakeholders is a two-way process and that technologies and systems designed to support service delivery and client needs are monitored and updated (e.g. website)</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Establishes a collaborative relationship with the community;</p> <p>Speaks effectively on service delivery matters as required;</p> <p>Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and</p> <p>Ensures that all events hosted or initiated by municipality showcase service delivery (achievements /milestones) or communicate service delivery information.</p>
<p>2.Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<p>Able to establish rapport and gets on with others; and</p> <p>Communicates effectively.</p>	<p>Demonstrates competencies from level 1;</p> <p>Relates to people at all levels of the municipality;</p> <p>Acknowledges contributions of others;</p> <p>Accurately captures others expectations, ideas and concerns; and</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Convinces others of ideas without suppressing their views;</p> <p>Acknowledges merits in others arguments and incorporates proposals where warranted; and</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Negotiates skilfully in tough situations with both internal and external stakeholders; and</p> <p>Wins concessions without damaging relationships.</p>

		Encourages and considers inputs of others.	Shows confidence in engagement with internal and external stakeholders.	
3. Communication Communicates ideas and information effectively to the public and stakeholders, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.	Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon; Ensures that communication has clear purpose; Ensures that communication is factual, accurate and provided on time; Communicates information in an interesting way; Pays attention and shows interest in what others are saying; Uses correct spelling, punctuation and grammar; Listens carefully to understand; and Asks questions to clarify issues.	Demonstrates competencies from level 1; Deals with issues directly; Clearly communicates needs and instructions; Clearly communicates decisions and the reasons behind them; Communicates face to face wherever possible if appropriate; Speaks with authority and confidence; Changes the style of communication to meet the needs of the audience; Manages group discussions effectively; Summarises information to ensure a common understanding; Supports arguments and recommendations effectively in writing; Produces well-structured reports and written summaries; and Able to provide accurate, clear testimony in a court of law.	Demonstrates competencies from level 1 and 2; Makes sure that people get important messages and receive decisions accurately; Delivers effective presentations to a wide variety of audiences; Uses appropriate visual aids and techniques to get the message across and help understanding; Deals with issues effectively even when under extreme pressure from various sources; Considers how different audiences will interpret information; Communicates in a way that is understandable and meaningful to everyone; Checks how effective communication is to the target audience; and Takes every opportunity to reinforce important messages.	Demonstrates competencies from level 1 to 3; Facilitates discussions with a wide variety of audiences; Directs communication to meet audience and municipal needs, thinking win – win; Structures messages to meet audience demand; Reinforces important messages; and Shows an appreciation of all inputs received by acknowledging contributions made.
4. Client Orientation and Customer Focus	Understands the range of clients to be served;	Demonstrates competencies from level 1;	Demonstrates competencies from previous levels 1 and 2;	Demonstrates competencies from level 1 to 3;

Understands the service needs of a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Maintains clear communication with clients regarding mutual expectations; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive.	Understands the client's issues and seeks information about their current and future requirements; and Supports others to take personal responsibility to deliver excellent customer service.	Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation, etc.).	Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1.Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self-starter; Drives to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
2.Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks	Stays calm and focussed under pressure; Controls his/her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles	Demonstrates competencies from levels 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.

		<p>difficult situations effectively;</p> <p>Responds constructively to adverse situations and has calming influence on others; and</p> <p>Continues to attempt to improve, despite setbacks or other constraints.</p>		
<p>3.Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<p>Deals effectively with change;</p> <p>Appears positive and optimistic about change;</p> <p>Embraces the opportunity to do things differently; and</p> <p>Appears flexible and adaptable.</p>	<p>Demonstrates competencies from level 1;</p> <p>Shows a willingness to learn;</p> <p>Copes effectively with change;</p> <p>Open to new ideas and ways of doing things; and</p> <p>Looks for better ways of doing things.</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change;</p> <p>Remains alert to the need for change before the need manifests in the external or internal environment; and</p> <p>Seeks to influence changing events.</p>	<p>Demonstrates competencies from levels 1 to 3; and</p> <p>Recognises when change is necessary; develops a change implementation strategy.</p>
<p>4.Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<p>Embraces opportunities to learn new things;</p> <p>Willingly attends courses and programmes;</p> <p>Transfers knowledge to the workplace; and</p> <p>Shares information and knowledge with others.</p>	<p>Demonstrates competencies from level 1;</p> <p>Shows willingness to learn new things and acquire knowledge;</p> <p>Puts new knowledge, understanding or skill to practical use on the job;</p> <p>Seeks ongoing support for own limitations (e.g. from coach or mentor)</p> <p>Understands own strengths and weaknesses and takes</p>	<p>Demonstrates competencies from levels 1 and 2;</p> <p>Remains abreast of changes in the industry;</p> <p>Encourages others to learn and share from mistakes and shares experiences; and</p> <p>Promotes best practice.</p>	<p>Demonstrates competencies from levels 1 to 3;</p> <p>Is networked within the industry;</p> <p>Creates a learning environment;</p> <p>Coaches and mentor others, sharing knowledge and experiences with others; and</p> <p>Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.</p>

		action to close knowledge/skills gap; and Learns from experience – does not repeat mistakes.		
5. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning).; Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders; and Promotes a transparent and accountable municipal administration.
MANAGEMENT/LEADERSHIP COMPETENCIES				
1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers the team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and

		Shares information and collaborates easily with others.		Draws on diverse backgrounds, skills and knowledge of team members.
2. Direction Setting The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Has a clear sense of his/her own and team goals; and Good at establishing clear direction.	Demonstrates competencies from level 1; Sets out work for others in a well-planned and clear manner; and Provides a clear sense of purpose and focuses on successful completion of objectives.	Demonstrates competencies from level 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results; Moves others to action by translating objectives and goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives; Inspires staff with own behaviour – "walks the talk"; and Is forward thinking and produces innovative ideas.	Demonstrates competencies from level 1 to 3; Recognises and rewards those employees (within his/her discretionary authority) whose actions support the attainment of goals and objectives; Defines roles and responsibilities for team members and clearly communicates expectations; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long term goals and produces more than one way of getting there; and Initiates and manages change in pursuit of strategic objectives.
3. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions;	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to	Demonstrates competencies from level 1 to 3; Persuades political heads to adopt and implement results/outcomes of project; and

	Convinces seniors and executives of viewpoints or proposals with assistance of others in authority.	Influences others effectively using a number of techniques; and Has credibility with staff, management and stakeholders.	gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; Is called upon to mediate conflicts and disagreements; Able to make unpopular decisions if it is in the best interests of the municipality; Shows a strength of character maintaining performance under duress and pressure; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.	Appears confident (authoritative & credible) when addressing formal meetings and/or the media.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals abilities and self-confidence; and Actively renews own personal and professional skills and applies them in a	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the municipality; Understands municipal needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and

		handle new or difficult situations.	productive way in the work environment.	Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.
--	--	-------------------------------------	---	--

QUANTITY SURVEYOR COMPETENCY FRAMEWORK

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Trainee Quantity Surveyor Graduate Quantity Surveyor	Quantity Surveyor Land Surveyor Construction / Building Surveyor	Senior Quantity Surveyor Senior Land Surveyor Senior Construction / Building Surveyor	Principal Quantity Surveyor Principal Land Surveyor Principal Construction / Building Surveyor	Chief Quantity Surveyor Chief Land Surveyor Chief Construction / Building Surveyor
KNOWLEDGE AND SCOPE OF WORK	Performs junior surveying tasks under supervision / mentorship of a surveyor; and May be part of a structured training program.	Involved in various professional surveying functions; Some degree of independence but primarily works under guidance and supervision; Could assist senior surveyors; and Provides specialist advice to clients.	Involved in activities that is typically complex in nature; Applies an integrated body of knowledge; and Works independently with a degree of guidance.	Involved in more complex professional surveying functions; Works independently; and May supervise and mentor more junior surveyors.	Participates in plans and leads complex projects; Works independently; and Supervise and coordinate more junior surveyors and direct reports.
EXPERIENCE	No experience required; and Preference of Graduates to complete 2 / 3 years' practical work under the supervision of a	2 – 3 years' relevant experience required.	3 - 5 years' relevant experience required.	5 - 8 years' relevant experience required.	8 years' or more relevant experience required.

	qualified quantity surveyor.				
QUALIFICATION	A relevant tertiary qualification preferably a BSc Quantity Surveying or B degree or National Diploma; and Preference of a Professional ability test / APC.	A relevant tertiary qualification preferably a BSc Quantity Surveying; B-Tech Quantity Surveying or Bachelor of Technology: Construction Management; and Preference of a Professional ability test / APC.	A relevant tertiary qualification preferably a BSc Quantity Surveying; B-Tech or Bachelor of Technology: Construction Management; Preference of a Professional ability test / APC; and Professional registration is a preferred requirement.	A relevant tertiary qualification preferably a BSc Quantity Surveying; B-Tech or Bachelor of Technology: Construction Management; Preference of a Professional ability test / APC; and Professional registration is a preferred requirement.	A relevant tertiary qualification preferably a BSc Quantity Surveying; B-Tech or Bachelor of Technology: Construction Management; Preference of a Professional ability test / APC; and Professional registration is a preferred requirement.
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
CORE PROFESSIONAL COMPETENCIES					
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the Municipality.	Contributes to planning by compiling, collating information from research, surveys and studies; Analyses information to support feasibility studies; and Compiles feasibility studies for projects that have a fairly localised impact.	Demonstrates competencies from level 1; Develops models for the analysis of information; Conceptualizes options; Contributes to analysis of the socio- economic impacts of the project; and	Demonstrates competencies from level 1 and 2; Develops scenarios on projects; Undertakes detailed analysis of options; Analyses costs and financial implications; Understands the needs of the community / stakeholders and	Demonstrates competencies from levels 1 to 3; Interpret IDP and spatial planning initiatives into specific project requirements; Projects and forecasts short, medium and long term infrastructure needs for the municipality; and	Demonstrates competencies from levels 1 to 4; Contextualise project delivery in line with organisational plans; and Contributes to the options analysis.

		Contributes to costing and financial analysis.	tailors engineering solutions to meet the needs of the community / stakeholders; and Considers institutional arrangements and capacities in planning and proposing engineering solutions.	Evaluates alternative options.	
2. Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the municipality's service delivery challenges.	Understands how the business unit functions; Basic knowledge about the municipality; Basic knowledge of the local government environment; Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Aware of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and is able to communicate the municipality's priorities and goals; In-depth knowledge of the municipality's policies and procedures; Understands priorities, goals and issues within the local government sector; Understands and applies the regulatory framework applicable to local government within a specific functional area; and Knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	Demonstrates competencies from levels 1 to 3; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.	Demonstrates competencies from levels 1 to 4; Manages and understand inter departmental integration; Demonstrates an understanding of the municipal and local government processes; Understands and internalizes the municipality's priorities and goals; Understands sector policies and legislation; and In-depth knowledge of the issues impacting service delivery.

3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensures that all information is available in the preparation of documentation.	Demonstrates competencies from levels 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.	Demonstrates competencies from levels 1 to 4; and Ensures that quality and flawless reports are submitted into the committee system.
FUNCTIONAL COMPETENCIES					
1. Project Management Ability to plan, co-ordinate and control the tasks of self and others to deliver projects and tasks to the required specification and within budget and schedule.	Executes the assigned tasks to the agreed standards (completes work within the scope of the TOR); Prioritises activities effectively to ensure that tasks are completed within schedule; and Complies with budgetary requirements.	Demonstrates competencies from level 1; Manages basic projects to the agreed standards; Manages resources to achieve the project objectives; Prioritises activities to ensure that project is completed within schedule; and Able to complete projects within budget.	Demonstrates competencies from level 1 and 2; Manages multiple projects to agreed standards; Manages multidisciplinary projects; Prioritises multiple resources to meet competing deadlines; and Manages multiple budgets.	Demonstrates competencies from levels 1 to 3; Manages multiple programmes; and Prioritises multiple resources to meet competing deadlines.	Demonstrates competencies from levels 1 to 4; Manages the assigned tasks to the agreed standards; Prioritises activities effectively to ensure that tasks are completed within schedule; and Manages budgetary requirements.
2. Construction Knowledge of construction and maintenance processes, monitors compliance to design	Knowledge of construction and maintenance processes; Monitors compliance to design	Demonstrates competencies from level 1; In-depth knowledge of construction and	Demonstrates competencies from level 1 and 2; Allocates resources (Labour, material, equipment) to	Demonstrates competencies from levels 1 to 3; Manages multiple maintenance and construction projects;	Demonstrates competencies from levels 1 to 4; Able to use discretion in situations of

specifications, health and safety regulations, communicates in appropriate style in the supervision of construction workers.	specifications, health and safety regulations; and Communicates in appropriate style in the supervision of construction workers.	maintenance processes; Liaises effectively with external authorities and other stakeholders on project specific issues; Able to deal effectively with contractual matters between the municipality and the contractors; and Mitigates health, safety and environmental risks.	achieve desired objectives; Uses discretion in situations of deviation from design assumptions; Manages multidisciplinary team; Identifies and implements corrective action; Liaises with client departments and contractors; and Manages project budgets and schedules effectively.	Manages Programme budgets and schedules; and Negotiates with client departments and stakeholders.	deviation from design assumptions; Manages corrective action; and Manages client departments and contractors.
3. Design The ability to design infrastructure in accordance to defined quantity surveying standards with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.	Compiles tender and contract documents for basic infrastructure, under supervision.	Demonstrates competencies from level 1; Designs processes independently and with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability; Supervises compilation of engineering drawings; and Compiles tender and contract documents independently.	Demonstrates competencies from level 1 and 2; Approves design; Considers the appropriateness of solutions in the context of the community needs; and Uses appropriate technologies in meeting community needs.	Demonstrates competencies from levels 1 to 3; and Prioritises design in terms of budget availability.	Demonstrates competencies from levels 1 to 4; and Recognized nationally and internationally as a specialist in his field of researches alternatives / new technologies.

PUBLIC SERVICE ORIENTATION COMPETENCIES					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from levels 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Aware of to how people and municipalities function.	Demonstrates competencies from levels 1 to 4; and Sensitive to how people and municipalities function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; Demonstrates effective oral and written communication; and Able to impart knowledge, ideas and concepts through oral, written and visual means.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in a logical manner;	Demonstrates competencies from levels 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial	Demonstrates competencies from levels 1 to 4; Understands the level and medium of communication required and align it to audience expectations; and Communicates effectively with senior and executive management.

		Structures written documents in a logical framework.	Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.	
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; and Understands and articulates community needs in sector plans.	Demonstrates competencies from levels 1 to 3; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from levels 1 to 4; and Speaks effectively on service delivery matters to all stakeholders.
PERSONAL COMPETENCIES					
1. Action Orientation and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in the individual's ability to stay focused on task, to be	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self-starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from levels 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and	Demonstrates competencies from level 1 to 3; Inspires others through own actions and attitude to perform; and Holds self and others accountable for delivery on projects and goals.	Demonstrates competencies from level 1 to 4; and Sets challenging goals for self and for the team.

energetic, persistent and reliable.			Successfully completes projects with time and budget allocations.		
2.Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Maintains work standards.	Demonstrates competencies from level 1; Accepts and adapts behaviour from constructive critique; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from levels 1 and 2; Plans and initiates new approaches and techniques; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from levels 1 to 3; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 4; and Proactively searches and effectively manages situations detected in the immediate environment that impact self and others.
3.Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from levels 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; Remains alert to the need for change before the need manifests in the external or internal environment; and Seeks to influence changing events.	Demonstrates competencies from levels 1 to 4; Recognises when change is necessary, develops a change implementation strategy.

4.Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from levels 1 and 2; Remains abreast of changes in the industry; and Encourages others to learn and share from mistakes and shares experiences.	Demonstrates competencies from levels 1 to 3; Coaches and mentors others, sharing knowledge and experiences with others; and Promotes best practice.	Demonstrates competencies from level 1 to 4; Is networked within the industry; and Creates a learning environment for staff.
5.Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and	Demonstrates competencies from levels 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; and Demonstrates the ability to break down complex problems into manageable	Demonstrates competencies from levels 1 to 3; Comes up with creative and unique ideas; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and	Demonstrates competencies from levels 1 to 4; Deals with high levels of complexity and clarifies issues for others Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and

	whether solutions address root causes.	Looks beyond the obvious and does not stop at the first solution.	parts and identify solutions.	Puts preventative measures in place to ensure that problems do not recur in the future.	Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.
6.Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from levels 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from levels 1 to 3; and Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department.	Demonstrates competencies from level 1 to 4; and Promotes transparent and accountable municipal administration.
MANAGEMENT / LEADERSHIP COMPETENCIES					
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; and Establishes support and projects authority and credibility.	Demonstrates competencies from levels 1 to 4; and Uses influence to achieve objectives.

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.</p>	<p>Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.</p>	<p>Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.</p>	<p>Demonstrates competencies from levels 1 to 4; Ensures a positive climate within teams; and Manages team members in setting and achieving goals.</p>
<p>3. Direction Setting</p> <p>The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<p>Has a clear sense of his / her own and team goals.</p>	<p>Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.</p>	<p>Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.</p>	<p>Demonstrates competencies from previous levels 1 to 3; Able to translate Directorate / Department goals into objectives for the unit and gains commitment for these goals from his team; and Provides a clear sense of purpose and focuses on successful completion of objectives.</p>	<p>Demonstrates competencies from previous levels 1 to 4; and Organises resources and inspires others towards focused performance.</p>

<p>4. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Shares knowledge and information with peers and subordinates;</p> <p>Articulates tasks and expectations and sets realistic standards; and</p> <p>Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style;</p> <p>Sets challenging tasks that stretches individuals abilities and self-confidence; and</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Encourages self-reliance and allows staff to make and learn from mistakes;</p> <p>Able to understand the underlying causes for non or poor performance and to provide the appropriate support;</p> <p>Sets challenging tasks that stretches individuals abilities and self-confidence;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Understands requirements for professional development of staff.</p>	<p>Demonstrates competencies from previous levels 1 to 3;</p> <p>Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders;</p> <p>Understands municipal needs and formulates and implements development plans, outlining specific performance measures;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.</p>	<p>Demonstrates competencies from previous levels 1 to 4;</p> <p>Able to lead and motivate; and</p> <p>Actively involved in the retention and development of talent within the municipality.</p>
--	--	--	---	---	--

RECORDS MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Registration Clerk Registry Clerk Records Clerk	Senior Registration Clerk Senior Registry Clerk Senior Records Clerk Principal Registry Clerk Principal Records Clerk	Administration Officer Senior Administration Officer Chief Registry Officer Chief Records Officer	Records Manager
KNOWLEDGE AND SCOPE OF WORK	Knowledge of activities associated with recordkeeping and provide support by undertaking specific registry and / or messenger related activities in order to ensure instructions are complied with; Knowledge of the local governmental environment; Knowledge of Information Management; Specialist knowledge of Records Management practices;	Knowledge of tasks associated with controlling the registering, recording, circulation and retrieval of documents and correspondence in accordance with laid down procedures directing applications associated with the registry and records functionality; Knowledge of the local governmental environment; Knowledge of Information Management; Specialist knowledge of Records Management practices;	Implement and maintain procedures and systems associated with controlling document and correspondence flow, storage, retrieval and disposal; Works independently within works / maintenance program and with regular report-backs to the Manager; Knowledge of the local governmental environment; Knowledge of Information Management;	Sound knowledge of records management theory and practice, including standards and best practice; Good knowledge of records management software applications and their use; Has operational control and responsibility over all assets in the division; Responsible for general financial and administrative duties, including compilation of the budgets;

	<p>Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc.; and</p> <p>Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions.</p>	<p>Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc.; and</p> <p>Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions.</p>	<p>Specialist knowledge of Records Management practices;</p> <p>Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc.; and</p> <p>Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions.</p>	<p>Manages administrative and operational staff;</p> <p>Works independently and reports to the relevant GM;</p> <p>Specific knowledge:</p> <p>Knowledge of the local governmental environment;</p> <p>Knowledge of Information Management;</p> <p>Specialist knowledge of Records Management practices;</p> <p>Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing systems, data management systems, electronic documents and records management systems etc.; and</p> <p>Knowledge of relevant standards as well as the statutory and regulatory</p>
--	---	---	--	---

				framework within which an office functions.
EXPERIENCE	1 years' experience; and Experience in the fields of paper-based and electronic records management.	1 - 3 years relevant administrative experience; and Experience in the fields of paper-based and electronic records management.	3 - 5 years relevant experience; and Experience in the fields of paper-based and electronic records management.	5 - 8 years' experience in middle management; and Experience in the fields of paper-based and electronic records management.
QUALIFICATION	Grade 12; and Computer literacy: MS Office.	Grade 12; and Computer literacy: MS Office.	Grade 12; Computer literacy: MS Office; and A relevant qualification preferably a Higher Certificate: Archives & Records Management.	A relevant Tertiary qualification preferably an appropriate Bachelor's Degree or Information / Records Management qualification; Relevant training presented by the National Archives and Records Service (NARS); and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication The ability to communicate complex information in understandable documents for specific audiences.	Basic reading and writing abilities for sorting files, records and documents; Transmitting facsimile copies to specific destinations and recording transmission details;	Demonstrates competencies from level 1; Insert acknowledgement of receipt on incoming mail, stamping and reflecting circulation details;	Demonstrates competencies from level 1 and 2; Reports as needed by Management; Demonstrates written communication skills by using	Demonstrates competencies from level 1 to 3; Ensures that recordkeeping is component of strategic and operational plans; Develop rules for recordkeeping and resolves

	Able to follow basic instructions as contained in written communication; and Able to respond in writing to basic types of communication.	Insert control codes on correspondence received from internal and external sources; Responsibilities with regard to laid down policies and procedures; Able to follow complex instructions as contained in written communication; and Able to respond in writing to complex types of communication.	appropriate vocabulary and terminology; and Edits documentation and organizes complex information to facilitate understanding.	records management issues; and Demonstrates high level written communication skills.
2. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.	Receiving of verbal instructions from immediate superior on work programmes and priorities related to specific departments; and Seek approval and execute sequences to facilitate the archiving and disposal of obsolete records.	Demonstrates competencies from level 1; Provide guidance and give clear instructions with regard to daily functions within the office; and Report issues with regard to workflow to superior as and when necessary.	Demonstrates competencies from level 1 and 2; and Give clear instructions to subordinates on work schedules with regard to daily workflow.	Demonstrates competencies from level 1 to 3; and Articulates complex matters well when communicating to diverse audiences.
3. Attention to detail Ability to accurately and precisely apply classification schemes to ensure consistent methods of organizing and creating descriptive records with a view at making them accessible to users.	Checks own work for errors and contacts immediate superior for guidance; Ensures that capturing of records are completed timeously; and Accurately and carefully follows established processes and procedures.	Demonstrates competencies from level 1; Completes recordkeeping tasks accurately and checks own work to identify errors or omissions; and Follows through with issues and can be relied upon to meet deadlines.	Demonstrates competencies from level 1 and 2; Maintains a checklist covering all detail which might be overlooked; and Ensures high quality output and will initiate action to correct quality issues.	Demonstrates competencies from levels 1 to 3; Completes reports and other documentation accurately; Establishes criteria and work procedures to achieve high level of quality and service; and Sets high standards of work performance for self and others.
4. Advice and Guidance Ability to effectively offer advice and guide others on key	Relevant at a small scale as relating to collection, receiving and capturing of records.	Demonstrates competencies from level 1; and Provides guidance, shares knowledge and information with junior staff and peers.	Demonstrates competencies from level 1 and 2; Advise users how to meet their recordkeeping requirements;	Demonstrates competencies of levels 1 to 3; Liaise with senior management, peers, PAIA Officers, in order to develop

requirements / compliance matters and technical issues.			Advise on technical issues related to records management; and Guide users on effective recordkeeping practices.	relationships and communication channels; Advise the organization on record keeping responsibilities; and Represent the organization in the records management community.
5. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.	Understands how the business unit functions; Has basic understanding of the municipality, its priorities and goals; Aware of policies and procedures and works in strict accordance within those parameters; and Aware of issues impacting service delivery.	Demonstrates competencies from level 1; Understands the organizational hierarchy, approval processes, committees and structures; Understands the roles and responsibilities of each of the other units within his / her department and how they relate to the functional unit; Is aware of the municipality's goals and priorities; and Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto.	Demonstrates competencies from level 1 and 2; Understands and internalizes municipality's goals and priorities; Has in-depth knowledge of municipality's policies and procedures; and Understands local government.	Demonstrates competencies from level 1 to 3; Understands the department's service delivery mandate and how his / her unit supports the department in fulfilling that mandate; Understands the broader political imperatives associated with municipal service delivery; and Is able to make meaningful contribution and comment on organizational and operational policies and processes.
6. Computer Literacy Displays a level of literacy in an ability to utilise technology in the workplace to optimise performance and deliver superior results.	Displays basic knowledge of MS Outlook; and Job card systems.	Demonstrates competencies from level 1; Able to use PC to draw up operational work plans and processes; Able to use PC to collate progress reports; Able to use procurement and ordering systems; Able to enter and analyze data using a range of computer	Demonstrates competencies from level 1 and 2.	Demonstrates competencies from level 1 and 2.

		packages according to set procedures; and Able to identify new electronic tools to improve work efficiencies.		
7. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.	Performs tasks on verbal and written instructions to acceptable standards.	Demonstrates competencies from level 1; and Ensures that correspondence files and records are maintained, circulated and retrieved in accordance with laid down procedures.	Demonstrates competencies from level 1 and 2; Clearly communicate expectations to subordinates; Provides guidance and instruction when delegating; Makes contingency plans; Extracts, collates and analyzes information to monitor usage of printers and related office equipment; Collates, consolidates and prepares schedules to reflect usage of specific services; and Ensures adequate support is made available and requests and instructions are adhered to.	Demonstrates competencies from level 1 to 3; Establishes appropriate procedures to keep informed of issues and results; and Ensures high-priority work is accomplished within required timelines.
FUNCTIONAL COMPETENCIES				
1. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.	Understands the principles and theory underpinning the specific profession; Has the ability to identify task specific problems and analyze all factors that influence the solution; Able to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired	Demonstrates competencies from level 1; Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; Able to assess practicality of technical specifications for systems and process requirements;	Demonstrates competencies from levels 1 and 2; and Able to make judgement decisions on issues falling outside of the operating rules and procedures.	Demonstrates competencies from level 1 to 3; and Anticipates events, situations and incidents that may impact on the operations in the office.

	during the problem investigation; and Able to execute or implement tasks or projects (for erecting signs, plumbing, electrical work, etc.) ensuring the efficient utilisation of people, materials, machines, equipment to achieve the end result within the set parameters.	Uses discretion in situations of deviation from operational assumptions; and Identifies and implements corrective action on routine tasks and within the authority delegated at this level.		
2. Information management The gathering and analysis of data and the management thereof utilising various techniques.	Able to sort and distribute files to different department / employees.	Demonstrates competencies from level 1; Sorts outgoing mail, incoming mail, circulating files, documents to be mailed; and Inserts appropriate control codes on all correspondence for traceability.	Demonstrates competencies from level 1 and 2; Monitors adherence to procedural requirements; and Coordinates sequences to facilitate the archiving and disposal of aged / obsolete records.	Demonstrates competencies from level 1 to 3.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.	Demonstrates a commitment to excellence; Keeps commitments and promises in undertaking tasks and meeting deadlines; and Corrects service delivery problems promptly without being defensive.	Demonstrates competencies from level 1; Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; and Acts professionally in interaction with clients and stakeholders.	Demonstrates competencies from level 1 and 2; Ensures all follow-up activities are completed; Monitors service providers to ensure that service delivery is at meets the standards set and inspires them to improve service standards; and Creates a climate of service delivery excellence for unit.	Demonstrates competencies from levels 1 to 3; Ensures that all communication with stakeholders is a two-way process; Ensures that technologies and systems designed to support service delivery and client needs are monitored and updated; Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; and

				Consults and utilises international best practices on service delivery innovation.
2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Is able to establish rapport and gets on with others; and Communicates effectively.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Acknowledges contributions of others; and Shows confidence in engagement with internal and external stakeholders.	Demonstrates competencies from level 1 and 2; Accurately captures others' expectations, ideas and concerns; Encourages and considers inputs of others; and Convinces others of ideas without suppressing their views.	Demonstrates competencies from levels 1 to 3; Acknowledges merits in others' arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; Wins concessions without damaging relationships; Is able to be direct and forthright as well as diplomatic and tactful; Handles sensitive one-on-one discussions effectively (does not disclose sensitive information); and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
3. Client orientation and customer focus Understands the service needs of a client / customer (internal or external) and actively focuses on supporting the operational areas within the Municipality in anticipating, meeting and	Understands the range of clients to be served; Takes personal responsibility for providing excellent service quality; and Corrects problems promptly, without being defensive.	Demonstrates competencies from level 1; Supports others to take personal responsibility to deliver excellent customer service; Understands the client's issues and seeks information about their current and future requirements; and	Demonstrates competencies from level 1 and 2; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Maintains clear communication with clients regarding mutual expectations.	Demonstrates competencies from levels 1 to 3; Monitors client satisfaction feedback to ensure provision of quality service, analyses trends and proposes solutions; Recognises individuals and areas that are demonstrating behaviours

exceeding client needs in a timely and appropriate manner.		Takes specific and sustained action to implement the client service vision.		and outcomes consistent with the client service vision; and Ensures response times are quick.
PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; and Pushes self and motivates others for results.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives;; Sets challenging goals; and Displays a drive to do things better.	Demonstrates competencies from levels 1 to 3; and Successfully completes projects with time and budget allocations.
2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive ability The ability to gather information, analyse issues and deal with	Shows strong analytical reasoning; Strong attention to detail; and	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty;	Demonstrates competencies from levels 1 to 3;

complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Works within a relatively structured environment.	Develops new ways to solve problems.	Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5. Learning orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Leadership The ability to create a clear sense of common purpose and vision for others and the ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; Provides guidance to others and focuses on successful completion of objectives; and Motivates self and others to produce quality work within deadline.	Demonstrates competencies from level 1 and 2; Sets out work for others in a well-planned and clear manner; Helps to clarify roles and responsibilities of team members; Delegates task responsibility to others and provide support where necessary; Puts in place effective controls and monitoring processes to keep informed of issues and results; and Inspires staff with own behaviour – 'walks the talk'.	Demonstrates competencies from levels 1 to 3; Is forward thinking and produces innovative ideas; Defines roles and responsibilities for team members and clearly communicates expectations; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Grasps and articulates the big picture and its implications; and Maintains a clear focus on the long-term goals and

				produces more than one way of getting there.
2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; and Is respected by peers.	Demonstrates competencies from level 1; Motivates colleagues to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff, management and stakeholders.	Demonstrates competencies from level 1 and 2; Is able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Demonstrates calm around adversity; and Motivates service providers to accomplish tasks.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Is called upon to mediate conflicts and disagreements; Settles disputes as quickly and effectively as possible to reduce tension and conflict; Is able to make unpopular decisions if it is in the best interests of the municipality; Shows strength of character maintaining performance under duress and pressure; and Uses an in-depth understanding of the interactions within a group to move towards a specific agenda.
3. Team orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Is able to function effectively as a team member; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; Works effectively with people from other departments; and Participates actively as a member of a team to move the team towards the attainment of goals.	Demonstrates competencies from level 1 and 2; Listens to and fully involves others in team decisions; Encourages team approach to problem solving; Recognises and respects the value of diverse views;	Demonstrates competencies from levels 1 to 3; Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views); Uses complex strategies, such as team assignments

			Draws on diverse backgrounds, skills and knowledge of team members; Builds team spirit and cohesion within the unit; and Creates strong morale / team spirit.	and cross training, to promote team morale and productivity; and Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate.
4. Coaching and mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers; Understands own limitations; and Articulates tasks and expectations and sets realistic standards.	Demonstrates competencies from level 1; Anticipates mistakes and freely offers assistance without being overbearing; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages 'on-the-job' training and the acquisition of new skills.	Demonstrates competencies from level 1 and 2; Empowers others and distributes the workload appropriately; Encourages self-reliance and allows staff to make and learn from mistakes; and Sets challenging tasks that stretches individuals' abilities and self-confidence.	Demonstrates competencies from levels 1 to 3; Is able to understand the underlying causes for non- or poor performance and to provide the appropriate support; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Is actively involved in the retention and development of talent within the unit; Diagnoses performance issues and determines appropriate developmental interventions to suit the individuals' learning style; and Provides individuals with guidance on how to handle new or difficult situations.

SAMPLERS – SAMPLING SERVICES COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Graduate Trainee: Sampler	Sampler: Water & Wastewater	Senior Sampler: Water & Wastewater	Principal Sampler: Water & Wastewater
KNOWLEDGE AND SCOPE OF WORK	<p>Assists in water & wastewater sampling tasks under supervision / mentorship of a senior sampler; and</p> <p>May be part of a structured training program.</p>	<p>Participates in various water & wastewater sampling functions. Some degree of independence but primarily works under guidance and supervision;</p> <p>Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations;</p> <p>Awareness of the requirements of the laboratory that will conduct the analyses;</p> <p>Collection of samples from various treated water (distribution networks, reservoirs, urban rivers, and public baths); and</p> <p>Basic understanding of water sample preservation and transportation.</p>	<p>Performs well-defined activities. Applies a known body of knowledge;</p> <p>Works independently and seeks advice as and when required;</p> <p>Supervises and coordinates other members of the Sampling Team;</p> <p>Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations;</p> <p>Awareness of the requirements of the laboratory that will conduct the analyses;</p> <p>Collection of samples from various treated (distribution networks, reservoirs, urban rivers, and public baths) and untreated water (dams,</p>	<p>Manages well-defined water & Wastewater Sampling functions;</p> <p>Works independently within well-defined working relationship with other stakeholders and disciplines;</p> <p>Supervises and monitors other members of the Sampling Team;</p> <p>Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations;</p> <p>Awareness of the requirements of the laboratory that will conduct the analyses;</p> <p>Evaluation of sampling points;</p> <p>Acquired vast knowledge and experience in sampling</p>

			<p>boreholes, wetland, pond and vleis, coastal marine surf zones, and stormwater);</p> <p>Boat sampling (including vlei and dam samplings);</p> <p>Basic understanding and application of SASS (South African Scoring System, an accredited Aquatic invertebrate sampling technique); and</p> <p>Demonstrates good awareness of recommended water sample preservation techniques.</p>	<p>various treated and untreated water;</p> <p>Collection of samples from groundwater and industrial effluent;</p> <p>Boat sampling (including vlei and dam samplings);</p> <p>SASS (South African Scoring System, an Aquatic invertebrate sampling technique) Certification;</p> <p>Demonstrates good awareness of recommended water sample preservation techniques, handling precautions, sampling plan and procedures; and</p> <p>Competent as an environmental sampler.</p>
EXPERIENCE	No experience required.	Up to 1 year relevant experience.	<p>1 - 3 years relevant experience in a similar field;</p> <p>Skipper's licence; and</p> <p>Swimming competency.</p>	<p>3 - 5 years' experience in a similar field;</p> <p>Skipper's licence; and</p> <p>Swimming competency.</p>

QUALIFICATION	Matric with Biology; Mathematics and Physical Science subjects; Computer Literacy; and Code EB Drivers licence.	Matric with Biology; Mathematics and Physical Science subjects; Computer Literacy; and Code EB Drivers licence.	Matric with Biology; Mathematics and Physical Science subjects; Computer Literacy; Code 8 Drivers licence; Ability to read street and road maps; and Competent in some job related sampling techniques.	Matric with Biology; Mathematics and Physical Science subjects; Computer Literacy; Code 8 Drivers licence; Ability to read street and road maps; and Declared competent in all (currently used) job related sampling techniques.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Planning & Control The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	Participates in planning by compiling, collating from research, surveys and studies.	Demonstrates competencies from level 1; and Knowledge of what, where, how and when samples are to be taken.	Demonstrates competencies from level 1 and 2; Coordinates planning activities with regard to Sampling; and Understands the needs of sampling to meet the needs of the community and legal requirements.	Demonstrates competencies from level 1 to 3; Evaluates alternative Sampling options; and Assists in the development of the sampling and environmental monitoring programme.
2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensures that all information is available in the preparation of documentation.	Demonstrates competencies from level 1 to 3; Monitors projects and programmes; Checks against standards and regulations and signs off on documents; and

				Accurately reviews documents and edits documents created by others.
3. Safety Awareness Ability to use common sense to reduce risks at working environment.	Basic awareness of what constitutes a chemical or mechanical hazard.	Demonstrates competencies from level 1; Identification of Chemical hazards: Water pollution, Dumps, Harmful chemicals, Toxic / flammable gases, wastes; and Identification of Mechanical hazards: Faulty Sampling Tools / equipment, trapping, crushing, ejected parts.	Demonstrates competencies from level 1 and 2; and Awareness of Legal problems: Sites of Special Scientific Interest, Conservation areas, etc.	Demonstrates competencies from level 1 to 3; Identification of biological hazards: Recognizing abnormal systems (i.e. ill or dead Flora and fauna, Fungi, Reptiles, and aquatic insects); and Responds to potential and actual hazardous conditions as they arise.
4. Information Technology Ability to use information technology principles and techniques to build programmes within the GIS environment.	Basic computer literacy; and Takes part in a training programme on the use of relevant software packages.	Demonstrates competencies from level 1; Creates and downloads files on database such as LIMS for sampling run to handheld loggers; Uses GPS from data loggers to create new sampling point and verifying each sampling point visit; Captures field data to handheld logger and download to database after every run; Basic understanding of GIS Maps; and Identifies and locates sampling points using large- scale map such as a 1:10 000 map (orthophoto).	Demonstrates competencies from level 1 and 2; Trains the Samplers to utilise the GPS equipment and training on database software; Interprets GIS Maps; Repairs and maintains handheld equipment; Identifies and locates sampling points; and Finds sampling points using GPS coordinates (latitude and longitude).	Demonstrates competencies from level 1 to 3; Plans monthly schedule utilising LIMS system; Plans daily the route for sampling; Assesses the sample run compliance and implement any corrective measures; Completes advanced repairs and maintenance of handheld equipment utilising LIMS alerts; and Uses Google earth to map and locate sampling points with GPS coordinates.
5. Quality Orientation	Awareness of the IOS 17025 process within which functions are being performed.	Demonstrates competencies from level 1; and	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from level 1 to 3;

Ability to ensure high quality output and to follow sampling processes and procedures.		Completed ISO 17025 training course or equivalent.	Completed ISO 17025 training course; and It will be required that the sampler adheres to the procedures for various types of samples as stipulated in the ISO 17025 Quality Management System (QMS).	Completed ISO 17025 training course; and Ensure adherence to the procedures for various types of samples as stipulated in the ISO 17025 Quality Management System (QMS).
FUNCTIONAL COMPETENCIES				
1. Data Capture Ability to collect, capture and exchange data from various formats and sources.	Basic application of sampling instruments; May participate in a structured sampling training programme; and Basic survey level participation.	Demonstrates competencies from level 1; Uses a Chlorine Kit to measure Chlorine level for treated Water; Measures and records dissolved Oxygen using a DO meter; Measures and records water Temperature and Turbidity using relevant instruments; Creates and maintains photo record of sampling points; and Records all collected samples.	Demonstrates competencies from level 1 and 2; Measures and records water Temperature, pH, Conductivity and Turbidity using relevant instruments; Creates and maintains photo record of sampling points; Records all collected samples; and Measures and records pH and water depth for Boreholes using relevant instruments.	Demonstrates competencies from level 1 to 3; Diagnoses and troubleshoots sampling equipment; Monitors sampling equipment to ensure maintenance schedules are adhered to; Demonstrates thorough knowledge of normal sampling equipment operation; Identifies causes of operating errors for sampling equipment, take actions or escalate the problem to more senior personnel; and Performs related field and on site observations and testing as assigned.
2. Operations and Maintenance The application of asset management for the operations and maintenance in the provision of municipal services and the ability to apply that understanding in the operational environment.	Basic knowledge of technical specifications of elements within a system; and Understands operating rules and procedures for sampling instruments.	Demonstrates competencies from level 1; Knowledge of technical specifications of elements within the system; Understands the operating rules and procedures for sampling instruments; Participates in trouble shooting problems;	Demonstrates competencies from level 1 and 2; Contributes in long term planning and forecasting of sampling operation requirements; Considers the financial, social, economic and environmental implications;	Demonstrates competencies from level 1 to 3; Considers operational implications on a municipal wide basis; Predicts the financial, social, economic and environmental implications; Develops operating rules and procedures for sampling;

		Identifies and escalates health, safety and environmental risks; and Participates in the development of routine and scheduled maintenance programmes.	Contributes to sampling Schedules; and Demonstrates thorough knowledge of normal sampling equipment (including Electrical Conductivity (EC), Temperature, pH, and Dissolved Oxygen (DO) meters) operation and calibrate them when necessary or required according to the manufacturer's specifications.	Participates in the development of monitoring programmes based on analysis of the sampling routes; Ensures compliance to sampling procedures and specification; and Undertakes demand and conservation management.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the Municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; Encourages and considers inputs of others; and Serve as a liaison officer between employer and the customers and public.	Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledges merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; Aware of to how people and Municipalities function; Acts, and where or when necessary, escalates issues arising during sampling to the higher authority or immediate supervisor; and Assists in responding to and resolving customer concerns and complaints regarding water quality and industrial effluent pollution.

2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from level 1 and 2; Captures advanced issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; and Speaks effectively on service delivery matters to stakeholders.
PERSONAL COMPETENCIES				
1.Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay	Shows enthusiasm to take on new projects; Willing to take on new challenges; Is a self starter; and Completes tasks.	Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; and	Demonstrates competencies from levels 1 to 3; and Successfully completes projects with time and budget allocations.

focused on tasks, to be energetic, persistent and reliable.			Displays a drive to do things better.	
2.Resilience The ability to respond constructively to pressure/stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focused under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; Proactively searches the environment to detect situations which might cause setbacks or failures.
3.Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; Shows a willingness to learn; Copes effectively with change; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4.Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5.Learning Orientation	Shows willingness to learn new things and acquire knowledge;	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from levels 1 to 3;

The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Remains abreast of changes in the industry; and Promotes best practice.	Is networked within the industry; Create learning environment; and Encourages others to learn and share from mistakes and shares experiences.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from levels 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organized manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on

				successful completion of objectives; and Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individual's abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individual's abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Municipality; Understands Municipality needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.

SCIENTISTS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Graduate Trainee: Scientist	Scientist: Microbiologist / Biotechnologist / Chemist / Environmentalist / Ecologist / Botanist / Zoologist / Statistician / Other Scientists	Senior Scientist: Microbiologist / Biotechnologist / Chemist / Environmentalist / Ecologist / Botanist / Zoologist / Statistician / Other Scientists	Principal Scientist: Microbiologist / Biotechnologist / Chemist / Environmentalist / Ecologist / Botanist / Zoologist / Statistician / Other Scientists "Section Head"
KNOWLEDGE AND SCOPE OF WORK	Participates in performing complex scientific tasks under supervision / mentorship of a scientific practitioner; and May be part of a structured training program.	Contributes to various professional Scientific functions; Some degree of independence but primarily works under guidance and supervision; and Could assist superiors in providing specialist advice to clients.	Performs activities that are complex in nature; Applies an integrated body of knowledge; Works independently and seeks advice as and when required; and May supervise junior scientific personnel.	Manages professional teams and complex Scientific functions; Works independently; and May supervise and mentor junior scientific personnel.
EXPERIENCE	Basic Undergraduate laboratory training.	0–2 years' relevant work or scientific research experience.	2–5 years of relevant experience post professional registration or 2-5 years post graduate research experience (i.e. MSc research Thesis).	5-8 years of relevant experience post professional registration.
QUALIFICATION	Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree; and Computer literacy: MS Office.	Relevant tertiary qualification preferably a National Diploma (in a Science field) or BSc Science degree; Eligible to register with SACNASP as a Candidate Natural Scientist; and	Relevant 4 year tertiary qualification preferably in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental or other related Science qualification;	Relevant 4 year tertiary qualification preferably in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental or other related Science qualification;

		Computer literacy: MS Office.	Registration with SACNASP as Pr.Sci.Nat; and Computer literacy: MS Office.	Registration with SACNASP as Pr.Sci.Nat.; and Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional				
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	Participates in planning by compiling, collating information from research, surveys and studies; Analyses information to support feasibility studies and the requirements of the Integrated Development Plan (IDP) and the Growth and Development Strategy (GDS); and Contributes to the compilation of feasibility studies for complex scientific problems and research.	Demonstrates competencies from level 1; Contributes to the development of complex monitoring tools for the analysis of information; Conceptualizes options; Contributes to analysis of the socio-economic impacts of the environmental developments; Contributes to Scientific Research studies and implementation; and Responsible for the maintenance schedule for instruments.	Demonstrates competencies from level 1 and 2; Manages and integrates the planning of junior scientific personnel; Initiates and conducts Scientific Research and investigate environmental problems; Ensures and undertakes detailed analysis of options; Analyses costs and financial implications for capital projects and operations and maintenance; Understands the needs of the community and provide scientific solution to meet the needs of the community; and Considers institutional arrangements and capacities in planning and proposing scientific solutions to meet community needs.	Demonstrates competencies from level 1 to 3; Oversees and evaluates the planning of complex Scientific projects; Interprets IDP and spatial planning initiatives into specific Scientific project requirements; Projects and forecasts short, medium and long term Scientific needs for the municipality; Evaluates alternative options; and Determines the remaining economical life of equipment.
2. Organisational Awareness The ability to understand the key drivers in the Local Government	Understands how the business unit functions; Basic knowledge about the municipality;	Demonstrates competencies from level 1; Understands and is able to communicate the	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from level 1 to 3; Contributes to shaping the Directorate / Municipality's

sector and the municipality in order to apply this understanding to meet the service delivery challenges.	Basic knowledge of the local government environment; Knowledge of the municipality's priorities and goals; Operates within of the municipality's policies and procedures; and Aware of the issues impacting service delivery.	municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Understands priorities, goals and issues within local government sector; Understands and applies the regulatory framework applicable to local government within specific functional area; and Knowledge of the issues impacting service delivery.	Contributes to shaping the departmental specific goals and priorities; Well-developed knowledge of relevant municipal legislation; and Contributes toward addressing the departmental service delivery challenges.	sector specific goals and priorities; Contributes to shaping the Directorate / Municipality's policies and procedures; In-depth knowledge of relevant municipal legislation; and In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.
3. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.	Checks work for errors and omissions before submission.	Demonstrates competencies from level 1; Checks work of subordinates for errors and omissions before submission; Ensures all details of a task are accomplished; and Checks against standards and regulations.	Demonstrates competencies from level 1 and 2; Maintains a project checklist covering all detail which might be overlooked; and Ensure that all information is available in the preparation of documentation.	Demonstrates competencies from level 1 to 3; Monitor Scientific projects and programmes; Checks against standards and regulations and signs off on documents; and Accurately reviews documents and edits documents created by others.
4. Use of Technology The ability to utilise technology in the workplace to optimise functioning of Scientific Services.	Assist with the operation of instruments used for environmental monitoring and Lab analysis.	Demonstrates competencies from level 1; and Operate instruments used for environmental monitoring and laboratory analysis.	Demonstrates competencies from level 1 and 2; and Supervises the effective use of specialised instruments, such as Inductively Coupled Plasma, Flow Injection Analyser, Gas Chromatography-Mass Spectrophotometry, TIAMO, Discreet Analyser and PCR etc., to meet customer requirements.	Demonstrates competencies from level 1 to 3; and Manages and maintains monitoring instruments required for mandated service delivery.

FUNCTIONAL COMPETENCIES				
1. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other Scientific tasks, to the required specification and within budget and schedule.	Participates in the development of a clear project brief; Prepares, co-ordinates and monitors a project initiation programme; Participates in the assigned tasks to the agreed standards (completes work within the scope of the TOR); Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures compliance with budgetary requirements.	Demonstrates competencies from level 1; Manages the inputs of subordinate Scientific personal; Determines the procurement policy for the Scientific projects; Manages and monitors the preparation of project costing; Coordinates preparation of project documentation and construction programmes; Manages projects and services in accordance with Service Level Agreements; Manages resources to achieve the project objectives; Prioritises activities to ensure that project is completed within schedule; and Completes projects within budget.	Demonstrates competencies from level 1 and 2; Manages multiple projects to agreed standards; Prioritises multiple resources to meet competing deadlines; Agrees requirements and preferences, assessing user needs and options; Establishes project brief, objectives, priorities, constraints, assumptions and methodologies; Finalizes and approves project documentation and Scientific research programme; and Manages multiple project schedules, resources and budgets.	Demonstrates competencies from level 1 to 3; and Manages department / section programmes budgets, schedules, resources and deliverables.
2. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas, keeping up with current developments and trends in areas of expertise.	Demonstrates basic understanding of natural science; and Participate on Scientific Research activities including site visits and data collection.	Demonstrates competencies from level 1; Perform scientific activities such as investigation of environmental pollution etc.; and Undertake Scientific Research.	Demonstrates competencies from level 1 and 2; and Initiate and Conduct research to stay abreast of recent practices in water treatment.	Demonstrates competencies from level 1 to 3; and Manages scientific research.
3. Data Processing & Analysis Ability to process data and propose business improvements in the way in which it is processed.	Assists during environmental monitoring programme in order to meet legal requirements;	Demonstrates competencies from level 1; Participates in environmental monitoring programme in	Demonstrates competencies from level 1 and 2; Carry out inspections of water treatment plants and suggest	Demonstrates competencies from level 1 to 3; and Manages and reports on data and information obtained from

	<p>Collects and formats scientific data, using statistical software for water / air quality research projects in order to report on progress, effectiveness, impact, feasibility, viability and savings; and</p> <p>Assists during Scientific Research supporting Blue and Green Drop assessment processes.</p>	<p>order to meet legal requirements;</p> <p>Analyses scientific data, using statistical software for water / air quality research projects in order to report on progress, effectiveness, impact, feasibility, viability and savings; and</p> <p>Contributes to Scientific Research and Development, Blue and Green Drop assessment processes.</p>	<p>operational changes where required;</p> <p>Supervises the process of analysing water for the purpose of monitoring performance of water treatment plants, distribution networks and filtration plants;</p> <p>Conducts scientific investigations regarding environmental pollution in the Water Works;</p> <p>Supervises sample analysis and preparation of reagents and chemicals of the laboratory in compliance with ISO 17025 and good laboratory practice (GLP);</p> <p>Perform specialised sample analysis on various water types;</p> <p>Ensure the implementation of the quality system (ISO 17025);</p> <p>Attend to complaints of unsatisfactory water and enquiries concerning potable water; and</p> <p>Supervise and mentor junior Scientists.</p>	<p>water works, wastewater plants, air quality analysis, etc.</p>
PUBLIC SERVICE ORIENTATION COMPETENCIES				
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<p>Able to establish rapport and gets on with others;</p> <p>Communicates effectively; and</p> <p>Acknowledges contributions of others.</p>	<p>Demonstrates competencies from level 1;</p> <p>Relates to people at all levels of the Municipality;</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Convinces others of his ideas without suppressing their views;</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Able to be both direct and forthright as well as diplomatic and tactful;</p>

		Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Aware of how people and Municipality function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment / reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organizes and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organizes discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Commitment to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs in sector plans; and Manages community expectations within financial,	Demonstrates competencies from level 1 to 3; Speaks effectively on service delivery matters to various stakeholders; and Has an appreciation and understanding of the service delivery imperative and its demands on public servants.

			technical and capacity constraints.	
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self starter.	Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; and Successfully completes projects with time and budget allocations.	Demonstrates competencies from levels 1 to 3; Displays a drive to do things better; and Drives staff to meet programme outputs.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focused under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from levels 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from levels 1 to 3; Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking;	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and

consequences and implications. Is able to see the 'Bigger Picture'.			Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Considers alternatives.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Learns from experience – does not repeat mistakes; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from levels 1 to 3; Is networked within the industry; Creates a learning environment; and Encourages others to learn and share from mistakes and shares experiences.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognizes and respects the value of diverse views; and

				Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organized manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorate / department goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organizes resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individual's abilities and self-confidence; and Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individual's abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the Municipality; Understands Municipality needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and

			Understands requirements for professional development of staff.	Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations.
--	--	--	---	--

SOCIAL DEVELOPMENT FACILITATION COMPETENCY FRAMEWORK - DISTRICTS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Social Development Facilitator	Social Development Facilitator	Senior Social Development Facilitator	
KNOWLEDGE AND SCOPE OF WORK	<p>Knowledge and understanding of human behaviour and social systems and legislation to assist with interventions at the points where people interact with their environments in order to promote self-empowerment; and</p> <p>Understanding of social work services and how this can be utilized to protect people who are vulnerable, at risk and unable to protect themselves.</p>	<p>Relevant specialist knowledge and experience in the areas of:</p> <ul style="list-style-type: none"> Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; and <p>Knowledge of legislation such as MFMA applicable to local government as well as municipality policies, processes and procedures relating to accountability and procurement procedures.</p>	<p>Relevant specialist knowledge and experience in the areas of:</p> <ul style="list-style-type: none"> Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; and <p>Knowledge of legislation such as MFMA applicable to local government as well as municipality policies, processes and procedures relating to accountability and procurement procedures.</p>	

EXPERIENCE	Between 1-3 years relevant experience required.	Between 3-5 years relevant experience required.	More than 5 years relevant experience required.	
QUALIFICATION	A relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office	A relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office	A relevant 3 year tertiary qualification preferably a B-Degree with Social Auxiliary Work Major as an advantage; and Computer Literacy: MS Office	
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Identifies simple problems within a set process; Applies guidelines and processes to solve simple problems; and Able to resolve problems and refer complex problems to supervisor that do not fit guidelines.	Demonstrates competencies from level 1; Shows initiative in suggesting possible solutions to certain problems; Knows when to refer problems to the supervisor for resolution; and Follows up with referral process.	Demonstrates competencies from levels 1 and 2; Demonstrates logical, analytical reasoning and conceptual understanding; Draws on experience and strong general knowledge and shows ability to ask probing questions in order to understand user needs; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.	
2. Organisational Awareness Understands the key drivers in the sector and the municipality and to	Has basic knowledge about the municipality and Social Development facilitation processes; and	Demonstrates competencies from level 1; Understands the service delivery function's	Demonstrates competencies from level 1 and 2; Understands and experience with municipal /	

apply this understanding to meet the service delivery challenges.	Able to understand service delivery dynamics within the social development context.	dynamics and the relationship with other pertinent areas within the municipality; and Contributes toward addressing the municipality's service delivery challenges.	provincial legislation relating to community facilitation Services; Able to execute the municipality's priorities and goals; and Ensures that the municipality is able to adequately address service delivery challenges.	
3. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.	Able to quality assure work not limited to errors and omissions; Ensures all tasks are completed timeously; and Able to accurately and carefully follow established processes and standard operating procedures (SOP).	Demonstrates competencies from level 1; Ensures all details of a task are accomplished; Completes administrative tasks accurately and proofs own work to identify errors or omissions; and Follows through with issues and can be relied upon to meet deadlines.	Demonstrates competencies from level 1 and 2; Is able to quality assure and validate work quality assured by the Professional: Social Development Facilitation; Demonstrates a proactive culture and designs and implements preventative tools and measures aimed at intermittently picking up errors or problems prior to tasks being completed; and Ensures a high quality output and will initiate action to correct quality issues.	
4. Monitoring and Controlling The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the	Able to coordinate projects and monitor progress towards milestones and related deadlines;	Demonstrates competencies from level 1; Establishes a system to follow up on projects / tasks / assignments;	Demonstrates competencies from level 1 and 2; Establishes a system to ensure delivery of projects / tasks / assignments;	

assigned individual and the characteristics of the assignment or project.	Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all details which might be overlooked; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and Gathers information on the probability of success and the consequences of failure.	Ensures feedback mechanisms in order to monitor execution; Verifies and validates that the project checklist covers all details which might be overlooked; Ensures completed projects are of the agreed standard; Gathers information on the probability of success and the consequences of failure; and Identifies risks and takes appropriate action to mitigate the risks and communicates on risk matters and possible solutions.	
5. Planning and Organising The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions and outcomes / results.	Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and Measures progress and monitors performance and results.	Demonstrates competencies from level 1; Develops integrated plans for the work unit and others that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments,	Demonstrates competencies from level 1 and 2; Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; Able to foster partnership agreements that ensures win – win outcomes for all parties; and Projects and forecasts short, medium and long	

		developmental assignments and collaborative funding to achieve results; Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Demonstrates the ability to scope relevant projects; and Assists others to plan and organise their work.	term needs for the municipality.	
FUNCTIONAL COMPETENCIES				
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.	Able to support initiatives and co-operates willingly in the execution of tasks and duties.	Demonstrates competencies from level 1; Displays personal interest in the well-being of colleagues; and Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals.	Demonstrates competencies from levels 1 and 2; Able to recognise talented individuals and provide developmental feedback in accordance with performance management principles; Ensures role clarity and gives direction to the team; Able to manage conflict through a participatory transparent approach; and Able to constructively engage with various levels of management to establish team cohesion.	
2. Professional / Technical Proficiency	Initiates and implements the Directorate / Department crosscutting projects and programmes	Demonstrates competencies from level 1;	Demonstrates competencies from levels 1 and 2; and	

Understands and applies a practical and / or theoretical body of knowledge within the Social development discipline, in order to give effect to the role and mandate of the function.	aimed at improving service delivery, utilizing project; and Manages principles in support of the management by project methodology.	Able to facilitate and enable social and community development through the provision of developmental and community services; Demonstrates the ability to initiate Interventions and programmes aimed at empowering communities, creating positive social change, building social cohesion; and Able to manage changing individual and community behavioural patterns, by facilitating human development and encouraging social cohesion.	Able to manage the facilitation of Social Development processes of both projects within defined sectors and respond to incidental Social Development needs within communities.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to relate well with others; Able to network with stakeholders; Able to understand social dynamics and the management thereof; and Able to listen effectively and responds appropriately.	Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Able to acknowledge contributions of others; Able to relate to people at all levels of the municipality and the community at large;	Demonstrates competencies from level 1 and 2; Accurately encapsulates the expectations, ideas and concerns of stakeholders; Encourages and considers inputs of stakeholders and has the ability to influence of his / her ideas without suppressing their views; Demonstrates the ability to skillfully negotiate in tough	

		Shows confidence in engagement with internal and external stakeholders; and Demonstrates assertiveness.	situations with both internal and external stakeholders; and Able to maintain diplomatic relationships.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Responds to questions with accurate and complete answers; Adapts communication content and style according to the audience including managing body language effectively; Delivers messages in a manner that gains support, commitment and agreement. Communicates effectively with people at all levels within the Municipality; and Listens well and is receptive and encourages participation and mutual understanding.	Demonstrates competencies from level 1; Develops well defined communication strategy; Understands the audience and is able to use appropriate mediums to convey or engage target audiences; Communicates controversial, sensitive messages to stakeholders tactfully; Balances political views with municipal needs when communicating differing viewpoints on complex issues; and Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way.	Demonstrates competencies from level 1 and 2; Able to communicate with the media without compromising the integrity of the municipality; Demonstrates an ability to read situations and interest positions and to respond appropriately; and Able to use language and style to capture the attention of the audience.	

<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Able to demonstrate service excellence; Demonstrates an acceptable level of responsibility and reliability; Professional in interaction with general public and stakeholders; and Understands and is aware of the essence of community needs and expectations and understands the processes for integrating these into the municipality's plans.</p>	<p>Demonstrates competencies from level 1; Demonstrates commitment to engaging communities in all aspects relating to service delivery; Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development, environmental conservation); Establishes a collaborative relationship with the community; and Is aware of the civic municipalities and is able to engage them in service delivery processes.</p>	<p>Demonstrates competencies from level 1 and 2; Understands and articulates community needs in sector plans; Is able to quantify community needs and evaluate their implications for the municipality; Manages community expectations within financial, technical and capacity constraints; and Demonstrates eloquence on service delivery matters to stakeholders and the public.</p>	
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>Able to display customer centricity; Demonstrates reliability and commitment to timelines; Able to establish rapport with customers; and Able to respond to client needs timeously.</p>	<p>Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction;</p>	<p>Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements;</p>	

		Ensures personal responsibility for providing excellent quality of service; Able to resolve problems promptly effectively and efficiently; and Able to sufficiently support the delivery of excellent customer service.	Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Able to set the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.).	
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects; Willing to take on new challenges; Self starter; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.	
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.	

		<p>difficult situations effectively;</p> <p>Responds constructively to adverse situations and has calming influence on others; and</p> <p>Continues to attempt to improve, despite setbacks or other constraints.</p>		
<p>3. Change Readiness</p> <p>The ability to innovate and challenge the status quo and the ability to cope with change driven by others.</p>	<p>Deals effectively with change;</p> <p>Appears positive and optimistic about change;</p> <p>Embraces the opportunity to do things differently; and</p> <p>Appears flexible and adaptable.</p>	<p>Demonstrates competencies from level 1;</p> <p>Shows a willingness to learn;</p> <p>Copes effectively with change;</p> <p>Open to new ideas and ways of doing things; and</p> <p>Looks for better ways of doing things.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change;</p> <p>Recognises when change is necessary, develops a change implementation strategy;</p> <p>Remains alert to the need for change before the need manifests in the external or internal environment; and</p> <p>Seeks to influence changing events.</p>	
<p>4. Learning Orientation</p> <p>The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.</p>	<p>Embraces opportunities to learn new things;</p> <p>Willingly attends courses and programmes;</p> <p>Transfers knowledge to the workplace; and</p> <p>Shares information and knowledge with others.</p>	<p>Demonstrates competencies from level 1;</p> <p>Shows willingness to learn new things and acquire knowledge;</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Remains abreast of changes in the industry;</p> <p>Encourages others to learn and share from mistakes</p>	

		<p>Puts new knowledge, understanding or skill to practical use on the job;</p> <p>Seeks ongoing support for own limitations (e.g. from coach or mentor)</p> <p>Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and</p> <p>Learns from experience – does not repeat mistakes.</p>	<p>and shares experiences; and</p> <p>Promotes best practice.</p>	
<p>5. Accountability and Ethical Conduct</p> <p>Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.</p>	<p>Conducts self in accordance with organisational values;</p> <p>Undertakes roles and responsibilities in a sincere and honest manner;</p> <p>Treats all employees with equal respect; and</p> <p>Takes responsibility for own actions.</p>	<p>Demonstrates competencies from level 1;</p> <p>Honours the confidentiality of matters and does not use it for personal gain or the gain of others;</p> <p>Establishes trust and shows confidence in others; and</p> <p>Shares information openly, whilst respecting the principle of confidentiality.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Deals promptly, and in the interest of the City, with situations where conflict of interest arises;</p> <p>Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and</p> <p>Acts decisively against corrupt and dishonest conduct.</p>	
<p>6. Problem Solving</p> <p>The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through</p>	<p>Demonstrates logical, consequential thinking (Shows strong analytical reasoning);</p> <p>Demonstrates logical problem solving approach</p>	<p>Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours</p>	<p>Deals effectively with ambiguity and uncertainty;</p> <p>Probes deeply and considers consequences and risks attached to actions;</p>	

in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executives / seniors of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calmness around adversity.	

<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities / departments and manage in a competitive environment.</p>	<p>Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.</p>	
<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<p>Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence;</p>	<p>Demonstrates competencies from level 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and</p>	

		<p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Encourages self-reliance and allows staff to make and learn from mistakes.</p>	<p>Actively involved in the retention and development of talent within the municipality.</p>	
<p>4. Strategic Capability and Leadership</p> <p>Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipality mandate.</p>	<p>Achieves strategic objectives against specified performance measures; and</p> <p>Defines roles and responsibilities for project team members and clearly communicates expectations.</p>	<p>Demonstrates competencies from level 1;</p> <p>Provides a clear sense of purpose and focuses on successful completion of objectives;</p> <p>Motivates and coaches project teams to achieve highest project results;</p> <p>Seeks mutual benefit / win-win outcomes for all concerned;</p> <p>Inspires staff with own behaviour – “walks the talk”; and</p> <p>Complies with statutory requirements and apply policies consistently.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Provides advice and guidance on policies;</p> <p>Acts decisively having assessed the risks;</p> <p>Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project;</p> <p>Initiates and manages change in pursuit of strategic objectives; and</p> <p>Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals.</p>	

SOCIAL DEVELOPMENT - SPECIAL PROJECTS COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant Professional: Service Delivery Assistant Professional: Street People Assistant Professional: Substance Abuse Assistant Professional: Vulnerable Groups	Professional Officer: Service Delivery Professional Officer: Street People Professional Officer: Substance Abuse Professional Officer: Vulnerable Groups	Reintegration Supervisor Coordinator: Special Projects	Senior Professional: Street People Senior Professional: Substance Abuse Senior Professional: Vulnerable Groups Senior Professional: Youth
KNOWLEDGE AND SCOPE OF WORK	Knowledge and understanding of human behaviour and social systems and legislation to assist with interventions at the points where people interact with their environments in order to promote self-empowerment; and The understanding of social work services and how this can be utilized to protect people who are vulnerable, at risk and unable to protect themselves.	Relevant specialist knowledge and experience in the areas of: Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; and	Relevant specialist knowledge and experience in the areas of: Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; and	Relevant specialist knowledge and experience in the areas of: Customer Relations; Communication; Service Integration and Coordination; Project Management Methodology; All relevant discipline specific legislation and policies; Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which

		Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures.	Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures.	impacts on communities; and Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures.
EXPERIENCE	1 - 3 years relevant experience.	3 - 5 years relevant experience.	5 - 8 years relevant experience.	More than 8 years relevant experience.
QUALIFICATION	Relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office	Relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office	Relevant 3 year tertiary qualification preferably a B-Degree with a Certificate in Social Auxiliary Work as an advantage; and Computer Literacy: MS Office	Relevant 3 year tertiary qualification preferably a B-Degree or National Diploma; and Computer Literacy: MS Office
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Core Professional				
1. Conceptual Thinking The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long term thinking, follows through in a logical manner, aware of consequences and implications and shows creativity.	Identifies simple problems within a set process; Applies guidelines and processes to solve simple problems; and Refers problems to supervisor if it does not fit guidelines.	Demonstrates competencies from level 1; Shows initiative in suggesting possible solutions to certain problems; Knows when to refer problems to supervisor for resolution; and	Demonstrates competencies from level 1 and 2; Demonstrates logical, analytical reasoning and conceptual understanding; Draws on experience and strong general knowledge and shows ability to ask	Demonstrates competencies from levels 1 to 3; Portrays strong conceptual processes and looks for new ways to solve problems; Portrays an ability to ask probing questions and elicit pertinent

		Follows up with referral process.	probing questions in order to understand user needs; Thoroughly explores issues and uses initiative; and Considers various alternatives and does not settle for the first solution.	information from users in order to understand their needs; Demonstrates an intuitive grasp of issues and is able to link information; Able to balance detail orientation with 'big picture' thinking; and Involves the appropriate people to resolve complex, inter-departmental problems.
2. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.	Has basic knowledge about the municipality and Social development projects and programmes.	Demonstrates competencies from level 1; and Understands how social development functions and its relationships with other pertinent areas within the municipality.	Demonstrates competencies from level 1 and 2; Understands and experience with municipal / provincial legislation relating to Social Development Services; Is aware of the municipality's priorities and goals; and Contributes toward addressing the municipality's service delivery challenges.	Demonstrates competencies from levels 1 to 3; Understands and internalizes the municipality's priorities and goals; Has an in-depth knowledge of municipality's policies and procedures; and Demonstrates an awareness of the issues impacting service delivery.
3. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.	Checks work for errors and omissions; Ensures all tasks are completed timeously; and Accurately and carefully follows established processes and procedures.	Demonstrates competencies from level 1; Ensures all details of a task are accomplished; Completes administrative tasks accurately and proofs own work to identify errors or omissions; and	Demonstrates competencies from level 1 and 2; Maintains a checklist covering all detail which might be overlooked; Notices errors or problems prior to tasks being completed; and	Demonstrates competencies from levels 1 to 3; Completes reports and other documentation accurately and proofs own work to identify errors or omissions;

		Follows through with issues and can be relied upon to meet deadlines.	Ensures a high quality output and will initiate action to correct quality issues.	Establishes criteria and work procedures to achieve a high level of quality and service; Sets high standards of work performance for self and others; and Accepts responsibility for outcomes and refocuses / reworks tasks when appropriate.
4. Monitoring and Controlling The ability to monitor the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project.	Builds due dates into assignments, tasks and delegations; Effectively communicates milestones and expected results; Asks questions to obtain relevant information; Ensures that all details of a project are accomplished; and Keeps track of many small details without forgetting any.	Demonstrates competencies from level 1; Establishes a system to follow up on projects / tasks / assignments; Sets up feedback mechanisms in order to monitor work in progress; Maintains a project checklist covering all detail which might be overlooked; Notifies errors or problems prior to projects being completed; Vigilantly watches over project processes, tasks, and work products to ensure freedom from errors, omissions, or defects; Initiates action to correct quality problems or notifies others of quality issues as appropriate; and	Demonstrates competencies from level 1 and 2; and Identifies risks and takes appropriate action to mitigate the risks and communicates on risk matters and possible solutions.	Demonstrates competencies from levels 1 to 3; and Monitors and controls various aspects of work allocation, tasks completed and deliverables met.

		Gathers information on the probability of success and the consequences of failure.		
5. Planning and Organising The ability to plan and organise work tasks using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions and outcomes / results.	Translates project objectives into specific plans; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; and Measures progress and monitors performance and results.	Demonstrates competencies from level 1; Develops integrated plans for the work unit and others that interface with the department's budget; Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative funding to achieve results; Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others; Develops scenarios on projects; and Assists others to plan and organise their work.	Demonstrates competencies from level 1 and 2; Identifies and acts on opportunities to partner with other departments in the municipality to achieve desired results; and Develops partnership agreements that ensures win – win outcomes for all parties.	Demonstrates competencies from levels 1 to 3; and Projects and forecasts short, medium and long term needs for the municipality.
FUNCTIONAL COMPETENCIES				
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships	Appears supportive of initiatives and co-operates willingly in execution of tasks and duties.	Demonstrates competencies from level 1; Displays personal interest in the well-being of colleagues; and	Demonstrates competencies from level 1 and 2; Recognises talented individuals and provides developmental feedback in	Demonstrates competencies from levels 1 to 3; Assigns clearly defined tasks to sub ordinates;

in order to achieve municipal goals.		Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals.	accordance with performance management principles; Ensures role clarity and gives direction to the team; Manages conflict through a participatory transparent approach; and Able to constructively engage with the line manager and submits own team's view / concerns / proposals.	Monitors and evaluates employee performance on tasks and takes appropriate action where subordinate performance is deficient; Delegates and empowers others to increase contribution and level of responsibility and accountability; Able to manage own time as well as time of colleagues; Facilitates team goal setting and problem solving; and Tactfully confronts others when necessary and able to make unpopular decisions when necessary.
3. Professional / Technical Proficiency Understands and applies a practical and / or theoretical body of knowledge within the Social development discipline, in order to give effect to the role and mandate of the function.	Supervise, coordinate and oversee the work programme of the Fieldworkers to ensure compliance with various legislative bylaw policy provisions and in line with the Strategies and Programmes relating to Special Projects.	Demonstrates competencies from level 1; and Provides professional support to the department in respect of providing a specialist and generalist function e.g. Social development facilitation in order to ensure sustainable service delivery.	Demonstrates competencies from level 1 and 2; and Supervise, coordinate and oversee the work programme of the Reintegration Unit to ensure compliance with various legislative by-law and policy provisions and in line with the Social Development Directorate / Department Strategies and Programmes.	Demonstrates competencies from level 1 to 3; and Develop, manage and coordinate the implementation of Municipality programmes in terms of support; identification and management of stakeholder relationships, especially with Provincial Government and external service providers; plan

				and design programmes within this portfolio including utilising project management and monitoring and evaluation (M&E) methodologies geared towards the Municipality's Social Development Strategy.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Relates well to others; Initiates contact with other people; Displays consideration towards others; and Listens effectively and responds appropriately.	Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; and Is able to assert his / her opinions.	Demonstrates competencies from level 1 and 2; Accurately captures others expectations, ideas and concerns diplomatically and tactfully; Encourages and considers inputs of others convinces others of his / her ideas without suppressing their views; Acknowledges merits in others arguments and incorporates proposals where merited; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; and Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
2. Communication The capacity to listen attentively, grasp issues, present information	Demonstrates effective oral and written communication;	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from level 1 to 3; and

in a clear manner and respond appropriately to verbal and written communication of others.	<p>Responds to questions with accurate and complete answers;</p> <p>Adapts communication content and style according to the audience including managing body language effectively;</p> <p>Delivers messages in a manner that gains support, commitment and agreement;</p> <p>Communicates effectively with people at all levels within the Municipality; and</p> <p>Listens well and is receptive and encourages participation and mutual understanding.</p>	<p>Understands the audience and is able to use appropriate medium to convey or engage target audiences;</p> <p>Communicates controversial, sensitive messages to stakeholders tactfully;</p> <p>Balances political views with municipal needs when communicating differing viewpoints on complex issues; and</p> <p>Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way.</p>	<p>Able to read situations and interest positions and to respond appropriately;</p> <p>Uses language and style to capture the attention of the audience; and</p> <p>Develops well defined communication strategy.</p>	<p>Communicates with various stakeholders without compromising the integrity of the municipality.</p>
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Displays commitment to service excellence;</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines;</p> <p>Professional in interaction with general public and stakeholders; and</p> <p>Is aware of community needs and expectations and understands the processes for integrating</p>	<p>Demonstrates competencies from level 1;</p> <p>Is committed to engaging communities in all aspects relating to service delivery;</p> <p>Understands the need for socio-political transformation and is able to incorporate this philosophy in delivering municipal services. (poverty alleviation, addressing of service backlogs, economic development,</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Is able to quantify community needs and evaluate their implications for the municipality; and</p> <p>Manages community expectations within financial, technical and capacity constraints.</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Understands and articulates community needs in sector plans; and</p> <p>Speaks effectively on service delivery matters to various stakeholders.</p>

	these into the municipality's plans.	environmental conservation); and Establishes a collaborative relationship with the community. Is aware of the civic municipalities and is able to engage them in service delivery processes.		
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.).	Demonstrates competencies from level 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and	Grasps new challenges with enthusiasm; Shows initiative; and Quick to act.	Demonstrates competencies from level 1; Shows enthusiasm to take on new projects;	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives;	Demonstrates competencies from level 1 to 3; Sets challenging goals; and

keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.		Willing to take on new challenges; Self-starter; Drive to meet deadlines; and Initiates contact with others.	Pushes self and motivates others for results; and Successfully completes projects with time and budget allocations.	Displays a drive to do things better.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Stays calm and focussed under pressure; Controls his / her emotions; and Handles criticism constructively.	Demonstrates competencies from level 1; Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; Responds constructively to adverse situations and has calming influence on others; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Deals effectively with change; Appears positive and optimistic about change; Embraces the opportunity to do things differently; and Appears flexible and adaptable.	Demonstrates competencies from level 1; Shows a willingness to learn; Copes effectively with change; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change; Remains alert to the need for change before the need manifests in the external or internal environment; and	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

			Seeks to influence changing events.	
4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Embraces opportunities to learn new things; Willingly attends courses and programmes; Transfers knowledge to the workplace; and Shares information and knowledge with others.	Demonstrates competencies from level 1; Shows willingness to learn new things and acquire knowledge; Puts new knowledge, understanding or skill to practical use on the job; Seeks ongoing support for own limitations (e.g. from coach or mentor); Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; Encourages others to learn and share from mistakes and shares experiences; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Creates a learning environment; and Coaches and mentors others, sharing knowledge and experiences with others.
5. Accountability and Ethical Conduct Ability to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service and to adhere to codes of good corporate governance.	Conducts self in accordance with organisational values; Undertakes roles and responsibilities in a sincere and honest manner; Treats all employees with equal respect; and Takes responsibility for own actions.	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; Establishes trust and shows confidence in others; and Shares information openly, whilst respecting the principle of confidentiality.	Demonstrates competencies from level 1 and 2; Deals promptly, and in the interest of the City, with situations where conflict of interest arises; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	Demonstrates competencies from level 1 to 3; and Promotes a transparent and accountable municipal administration.

6. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Demonstrates logical, consequential thinking (Shows strong analytical reasoning); Demonstrates logical problem solving approach and provides rationale for proposed solutions; and Determines root causes of problems and evaluates whether solutions address root causes.	Demonstrates competencies from level 1; Demonstrates objectivity, thoroughness, insightfulness, and probing behaviors when approaching problems; Develops new ways to solve problems; Able to balance detail orientation with big picture thinking; and Looks beyond the obvious and does not stop at the first solution.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Probes deeply and considers consequences and risks attached to actions; Demonstrates the ability to break down complex problems into manageable parts and identify solutions; Generates various solutions / options and contingency plans for problems; Anticipates problems and strategises to counteract potential impact; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Probes deeply and considers consequences and risks attached to actions and the impact of solutions on multiple areas within the municipality; and Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders.
MANAGEMENT/LEADERSHIP COMPETENCIES				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional; Is respected by peers and subordinates; and Convinces executive of viewpoints or proposals with assistance of others in authority.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques;	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals;	Demonstrates competencies from levels 1 to 3; Persuades political heads to adopt and implement results / outcomes of project; Gains support by capitalizing on understanding of political

		Has credibility with staff, management and stakeholders; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.	Tactfully confronts and corrects others when necessary; Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calmness around adversity.	forces affecting the organization; and Able to make unpopular decisions if it is in the best interests of the municipality.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Able to manage in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1; Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity; Involves and empowers team in setting and achieving goals; Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate; and Works effectively with people from other municipalities / departments and manage in a competitive environment.	Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.	Demonstrates competencies from levels 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; and Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources.

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<p>Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Encourages self-reliance and allows staff to make and learn from mistakes.</p>	<p>Demonstrates competencies from level 1 and 2; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; and Actively involved in the retention and development of talent within the municipality.</p>	<p>Demonstrates competencies from level 1 to 3; Understands municipal needs and formulates and implements development plans, outlining specific performance measures; and Provides long-term direction regarding learning needs for staff and how to pursue the attainment of this learning.</p>
<p>4. Strategic Capability and Leadership</p> <p>Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipality mandate.</p>	<p>Achieves strategic objectives against specified performance measures; and Defines roles and responsibilities for project team members and clearly communicates expectations.</p>	<p>Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates and coaches project teams to achieve highest project results; Seeks mutual benefit / win- win outcomes for all concerned;</p>	<p>Demonstrates competencies from level 1 and 2; Provides advice and guidance on policies; Acts decisively having assessed the risks; Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project;</p>	<p>Demonstrates competencies from level 1 to 3; Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations; and Monitors policy implementation and puts</p>

		Inspires staff with own behaviour – “walks the talk”; and Complies with statutory requirements and apply policies consistently.	Initiates and manages change in pursuit of strategic objectives; and Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals.	in place procedures to manage risks.
--	--	--	---	--------------------------------------

SUPERVISORS / FOREMAN COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Team Leader Group Leader -Technical Operational Supervisor	Senior Operational Supervisor Foreman Senior Foreman Artisan Foreman Construction Foreman Plant Foreman	Superintendent Technician Superintendent Supervising Foreman	Senior Superintendent Engineering Superintendent Engineering Overseer
KNOWLEDGE AND SCOPE OF WORK	Oversees a small group of workers performing basic / elementary functions. Performs the same work, but leads the team; Works independently under general instruction; and Operational supervisor typically drives a vehicle.	Supervises a large or major work team or a number of small teams performing a greater variety of work; Responsible for the deployment and control of the necessary equipment, tools, machinery, plant and vehicles to undertake the work. Responsible for the progress and completion of the job. Performs general administrative duties; and	Has operational control and responsibility over an installation, plant, workshop, depot or area. Draws up operational work plans and maintenance programs. Has supervisory control over the Foreman / Senior. Performs general administrative duties; and Works independently within works / maintenance program and with regular	Has operational control and responsibility over a number of installations, plants, large and diverse workshops, depots or areas. Draws up operational work plans and maintenance programs. Can have supervisory control over Superintendents or Foreman / Senior and Artisans. Responsible for general administrative duties, including the budget; and

		Works independently within a works / maintenance program and with regular report-backs to a Superintendent / Manager.	report-backs to the Manager.	Works independently within works / maintenance program and with less regular report-backs to the Manager.
EXPERIENCE	1 - 2 years' relevant experience required.	3 - 5 years' relevant experience required.	3 - 5 years' relevant experience required.	5 years or more experience in a supervisory technical position required.
QUALIFICATION	Grade 9 or equivalent technical qualification.	Grade 10 or equivalent technical qualification; Relevant driver's license; and Basic Computer Literacy: MS Word / Excel	Grade 12 or equivalent technical qualification; Trade Tested Artisan Diesel and / or petrol; and Computer Literacy: MS Office	Trade Tested Artisan or Technical / Professional qualification; Computer Literacy: MS Office; and May require a 3 year tertiary qualification in an Engineering field in larger municipalities.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Problem Solving The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Understands potential impact of problems to own working environment; Deals with clearly defined problems that are task specific; Demonstrates logical problem solving approach and provides rationale for proposed solutions; Determines root causes of problems and evaluates	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions.	Demonstrates competencies from level 1 and 2; Resolves problems and challenges at a workshop or depot level that are within clearly defined parameters; and Generates various solutions / options and contingency plans for localized problems.	Demonstrates competencies from level 1 to 3; Puts preventative measures in place to ensure that problems do not recur in the future; and Probes deeply and considers consequences and risks attached to actions and the impact of solutions.

	whether solutions address root causes; and Involves the appropriate people, to resolve complex task related problems.			
2. Planning and Organising The ability to plan and organise the work unit using goal setting, objectives, targets, creating work schedules and work plans with associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.	Plans tasks on a daily basis according to a set schedule; Focuses on the short to medium tasks on a project basis; and Identifies resource requirements for undertaking specific tasks.	Demonstrates competencies from level 1; Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources; Identifies and allocates resources; Responsible for the deployment and control of the necessary equipment, tools, machinery, plant and vehicle to undertake the work; Measures progress and monitors performance and results; and Develops contingency plans for potential problems.	Demonstrates competencies from level 1 and 2; Sets goals and objectives relevant to the function and focuses on the customers' needs; Develops integrated plans for the work unit and others that interface with the depots / workshop; Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others; Determines tasks and resources — Determines project / assignment requirements by breaking them down into tasks; identifying equipment, materials and people needed; coordinating with internal and external partners; and Draws up maintenance and preventative maintenance programmes.	Demonstrates competencies from level 1 to 3; Identifies and acts on opportunities to partner with other departments to achieve desired results; Taps into the resources of other units and departments to achieve results; and Projects and forecasts short, medium and long term needs for the operations falling under his / her control.

3. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.	Understands how the business unit functions; Has basic understanding of the municipality, its priorities and goals; Aware of policies and procedures and works in strict accordance within those parameters; and Aware of issues impacting service delivery.	Demonstrates competencies from level 1; Understands the roles and responsibilities of each of the other units within his / her department and how they Understands the roles and responsibilities of other departments within the municipality; Is aware of the municipality's goals and priorities; and Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto.	Demonstrates competencies from level 1 and 2; Has knowledge of the municipality's policies and procedures; Understands local government; Is able to make meaningful contribution and comment on municipal and operational policies and processes; Understands the broader political imperatives associated with municipal service delivery; and Understands the department's service delivery mandate and how his / her unit supports the department in fulfilling that mandate.	Demonstrates competencies from level 1 to 3; Understands and internalizes municipality's goals and priorities; Understands the municipal hierarchy, approval processes, committees and structures; Has in-depth knowledge of municipality's policies and procedures; and Understands the broader local government and political landscape and its impact on operational and service delivery matters.
FUNCTIONAL COMPETENCIES				
1. Discipline Specific Skills Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.	Understands the principles and theory underpinning the specific profession; Has the ability to identify task specific problems and analyze all factors that influence the solution; Able to fully develop the preferred solution to the problem through a process of synthesis, with the application of all information acquired	Demonstrates competencies from level 1; Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; Able to assess practicality of technical specifications for systems and process requirements;	Demonstrates competencies from levels 1 and 2; Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc.; and Able to make judgement decisions on issues falling outside of the operating rules and procedures.	Demonstrates competencies from level 1 to 3; and Manages the risks and operational efficiency of installations, plants, workshops, etc.

	during the problem investigation; and Able to execute or implement tasks or projects (for erecting signs, plumbing, electrical work, etc.) ensuring the efficient utilisation of people, materials, machines, equipment to achieve the end result within the set parameters.	Uses discretion in situations of deviation from operational assumptions; and Identifies and implements corrective action on routine tasks and within the authority delegated at this level.		
2. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.	Appears supportive of initiatives and co-operates willingly in execution of tasks and duties.	Demonstrates competencies from level 1; Displays personal interest in the well-being of colleagues; and Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals.	Demonstrates competencies from level 1 and 2; Recognises individuals and provides developmental feedback in accordance with performance management principles; Ensures role clarity and gives direction to the team; Manages conflict through a participatory transparent approach; and Able to constructively engage with the line manager and puts forth own team's view / concerns / proposals.	Demonstrates competencies from levels 1 to 3; Assigns clearly defined tasks to subordinates; Monitors and evaluates employee performance on tasks and takes appropriate action where subordinate performance is deficient; Delegates and empowers others to increase contribution and level of responsibility and accountability; Able to manage own time as well as time of colleagues; Facilitates team goal setting and problem solving; and Tactfully confronts others when necessary and able

				to make unpopular decisions when necessary.
3. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.	Organises the team and develops a work plan; Effectively allocates own time to complete work; Coordinates own and others' schedules to avoid conflicts; Able to use resources optimally; Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; Able to prioritise tasks; Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate; Remains focused on task at hand; Check quality of work against pre-determined specifications; Ensures that established procedures for completing work tasks are followed; and Initiates action to correct quality problems or notifies others of quality issues as appropriate.	Demonstrates competencies from level 1; Defines roles and responsibilities for project team members and clearly communicates expectations; Manages multiple teams; Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion; Able to prioritize multiple resources to meet competing deadlines; and Monitors and controls activities by maintaining a log of work, production, or maintenance.	Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments; Provides guidance and instruction when delegating; Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively; and Makes contingency plans.	Demonstrates competencies from levels 1 to 3; and Develops and implements medium to long term plans and assign resources to accomplish short term tasks in relation.

<p>4. Work Place Safety</p> <p>The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.</p>	<p>Displays knowledge of all related safety or security regulations; Is aware of co-workers' safety in the workplace; Understands how to use and operate safety equipment; Demonstrates and / or explains safety equipment and / or procedures; Enforces safety and / or security procedures; Documents and / or monitors safety or security violations; and Is aware of the hazards of working with dangerous materials.</p>	<p>Demonstrates competencies from level 1; Recommends and / or improves safety or security procedures; Reviews safety training materials; Identifies safety issues and problems — Detects hazardous working conditions; Is alert to unsafe work conditions; Reports and / or corrects unsafe work conditions and safety problems; checks equipment and / or work area regularly; Takes corrective action — Reports or corrects unsafe working conditions; makes recommendations and / or improves safety and security procedures; enforces safety regulations and procedures; and Monitors the corrective action—Monitors safety or security issues after taking corrective action and ensures continued compliance.</p>	<p>Demonstrates competencies from level 1 and 2; Ensures the effective execution of health and safety regulations and policy; Ensures schedules are maintained for regular inspection of vehicles and / or equipment; Reports to health and safety committees any incidents or occurrence of unsafe acts or faulty equipment and corrective measures instituted; and Address any staff wellness matters and support wellness initiatives in the workplace.</p>	<p>Demonstrates competencies from level 1 to 3; Manages Workplace Occupational Health and Safety policy and reporting to Corporate; and Manages the implementation of Employee Wellness policy application in the workplace and liaise with relevant stakeholders to address matters of concern.</p>
--	---	--	--	--

5. Budgeting Maximises the municipalities' business sense and displays a sound business understanding in applying the most effective management practices to achieve municipality and department financing goals and objectives.	Understands basic operational requirements and is able to feed this into the budgeting process.	Demonstrates competencies from level 1; Ensures proper records of financial affairs and transactions; Understands and weighs up financial implications of propositions; Able to prioritise expenditure to maximise operational efficiencies; and Looks for new opportunities to obtain and save funds; Demonstrates knowledge of general concepts of budgeting; and Able to make provision for operational requirements in budgets.	Demonstrates competencies from level 1 and 2; Prepares financial reports and guidelines based on prescribed format; Develops corrective measures / actions to ensure alignment of budget to financial resources; Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense; and Takes utmost care to protect municipal assets.	Demonstrates competencies from level 1 to 3; Prepares own budget in line with the strategic objectives of the municipality; and Aligns expenditure to budgets and cash flow projections.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Aware of how people and municipalities function.

			Wins concessions without damaging relationships.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public; Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and Speaks effectively on service delivery matters as required.

PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self starter; Drive to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the work unit in achieving its goals.	Demonstrates competencies from level 1; Willing to take on new challenges; Pushes self and motivates others for results; Displays a drive to do things better; and Successfully completes assignments / tasks within time allocations.	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Relentlessly pursues project objectives; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3; Creates an action oriented culture that supports the department in achieving its goals; Holds superintendents accountable for their units' performance and institutes the appropriate interventions; and Sets challenging goals for the operational unit.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; Responds constructively to adverse situations and has calming influence on others; and Shows emotional resilience and handles difficult situations effectively.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from level 1 to 3; and Proactively searches the broader organisational environment to detect situations which might cause setbacks or failures.
3. Ethics and Accountability The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Conducts self in accordance with organisational values; Takes responsibility for own actions. Admits own mistakes and weaknesses and seeks help from others where unable to deliver; and	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; and Deals promptly, and in the interest of the City, in	Demonstrates competencies from level 1 and 2; Presents ideas and beliefs in a manner which is consistent with the rules and regulations of the organisation / department; and	Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable municipal administration.

	Treats all employees with equal respect.	situations where conflict of interest arises.	Acts decisively against corrupt and dishonest conduct.	
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Direction Setting The ability to motivate and inspire others to voluntarily give off their best in working towards a common vision or goal.	Gives direction to teams in meeting objectives and deadlines; and Defines roles and responsibilities for team members and clearly communicates expectations.	Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Motivates teams to produce quality work within deadline; and Inspires staff with own behaviour – “walks the talk”.	Demonstrates competencies from level 1 and 2; Monitors the management of multiple tasks and balances priorities and conflicts between tasks; Moves others to action by translating objectives and goals into day-to-day activities; Guides and motivates others to take actions that support the stated goals and objectives; and Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives.	Demonstrates competencies from level 1 to 3; Grasp and articulates the big picture and its implications; Maintains a clear focus on the long term goals and produces more than one way of getting there; and Is forward thinking and produces innovative ideas.
2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident and professional; Commands respect from peers and subordinates; and Settles disputes as quickly and as effectively as possible.	Demonstrates competencies from level 1; Motivates subordinates to accomplish tasks and missions; Influences others effectively using a number of techniques; and Has credibility with staff.	Demonstrates competencies from level 1 and 2; Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary;	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; Able to make unpopular decisions if it is in the best interests of the municipality;

			Demonstrates calm around adversity; and Deals effectively with others in an antagonistic situation using appropriate inter-personal styles and methods to reduce tension or conflict between people.	Shows a strength of character maintaining performance under duress and pressure; and Is called upon to mediate conflicts and disagreements.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.	Shares knowledge and information with peers and subordinates; Communicates tasks and expectations and sets realistic standards; Anticipates mistakes and freely offers assistance without being overbearing; Understands subordinates limitations; and Encourages 'on-the-job' training and the acquisition of new skills.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Actively renews own personal and professional skills and applies them in a productive way in the work environment; Encourages self-reliance and allows staff to make and learn from mistake; and Empowers others and distributes the workload appropriately.	Demonstrates competencies from level 1 and 2; Sets challenging tasks that stretches individuals abilities and self-confidence; Able to understand the underlying causes for non or poor performance and to provide the appropriate support; Actively involved in the retention and development of talent within the municipality; and Monitors progress and gives individuals specific feedback on their performance.	Demonstrates competencies from level 1 to 3; Understands municipal needs and formulates and implements development plans, outlining specific performance measures; Recognises the need for and provides individuals with guidance on how to handle new or difficult situations; and Mentors and coaches others where appropriate.
4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Shows initiative and confidence in dealing with others; Able to manage in a team, working effectively as a team member;	Demonstrates competencies from level 1; Involves and empowers team in setting and achieving goals; and Participates actively as a member of a team to	Demonstrates competencies from level 1 and 2; Encourages team approach to problem solving; Involves others by listening to and fully	Demonstrates competencies from level 1 to 3.

	Shares information and collaborates easily with others; and Creates strong morale / team spirit.	move the team towards the attainment of goals.	involving others in team decisions; Recognises and respects the value of diverse views; Draws on diverse backgrounds, skills and knowledge of team members; and Builds team spirit and cohesion within the unit.	
--	---	--	---	--

SUPPLY CHAIN MANAGEMENT COMPETENCY FRAMEWORK

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Assistant SCM Practitioner	SCM Practitioner / Specialist	Senior SCM Practitioner / Specialist	Principal SCM Practitioner / Specialist
KNOWLEDGE AND SCOPE OF WORK	<p>Conducts work according to prescribed norms and standards under the general direction of an experienced practitioner;</p> <p>Basic understanding of demand planning, procurement processes, tender processes, logistics and supplier management; and</p> <p>Applicable local government legislation (e.g. MSA, MFMA, PPPFA, etc. and as amended) and relevant National Treasury and other relevant national / provincial government regulations.</p>	<p>Conducts work according to prescribed norms and standards under the general direction of an experienced Senior practitioner;</p> <p>Good understanding of demand planning, procurement processes, tender processes, logistics and supplier management;</p> <p>Applicable local government legislation (e.g. MSA, MFMA, PPPFA, etc. and as amended) and relevant National Treasury and other relevant national / provincial government regulations; and</p> <p>SCM policy and supporting guidelines.</p>	<p>Under general direction, independently performs more complex work in an SCM environment. May supervise junior staff;</p> <p>Conducts work according to prescribed norms and standards under the general direction of an experienced principal practitioner or Head;</p> <p>Very good (Intermediate level) understanding of demand planning, procurement processes, tender processes, logistics and supplier management;</p> <p>Understands how the SCM department / directorate functional areas are interlinked / interdependent. Can integrate across all SCM functional areas;</p>	<p>Provides expert SCM advice and guidance and support SCM strategy;</p> <p>Responsible for managing information according to prescribed norms and standards;</p> <p>May supervise and manage a team responsible for the SCM information / knowledge hub;</p> <p>SCM expert in demand planning, procurement processes, tender processes, logistics and supplier management.</p> <p>Supports management in the execution of key strategies for the implementation of SCM vision, mission and objectives around all functional areas in the department / directorate;</p> <p>Support SCM management in ensuring AG findings are</p>

			<p>Leads, conducts and controls work according to prescribed norms and standards;</p> <p>Good understanding of the implications and then practical implementation and application of revised / updated processes aligned to Auditor General findings;</p> <p>Applicable local government legislation (e.g. MSA, MFMA, PPPFA, etc. and as amended) and relevant National Treasury and other relevant national / provincial government regulations; and</p> <p>SCM policy and supporting guidelines.</p>	<p>interpreted, aligned and effected in the SCM function;</p> <p>Applicable local government legislation (e.g. MSA, MFMA, PPPFA, etc. and as amended) and relevant National Treasury and other relevant national / provincial government regulations; and</p> <p>SCM policy and supporting guidelines.</p>
EXPERIENCE	0 - 2 years' relevant experience required.	2 - 5 years relevant experience required.	5 - 8 years' relevant experience across SCM processes including 2 years of supervisory experience.	<p>8 years or more relevant experience covering all aspects of the relevant SCM process; and</p> <p>Management of SCM information or having gained specialist experience in a SCM discipline.</p>
QUALIFICATION	<p>A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and</p> <p>Computer literacy: MS Office.</p>	<p>A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and</p> <p>Computer literacy: MS Office.</p>	<p>A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and</p> <p>Computer literacy: MS Office.</p>	<p>A relevant 3 year Tertiary qualification, preferably in SCM / Logistics / Procurement; and</p>

				Computer literacy: MS Office.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1.Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.	Explains situations verbally within municipality on basic financial / SCM matters; and Ensures professional interaction and communication with clients.	Demonstrates competencies from level 1; Effectively and appropriately advocates positions verbally within the municipality as per the generally accepted accounting / financial practice; Provide guidance to the team on goals and objectives of the function; and Demonstrates competence to communicate effectively with clients.	Demonstrates competencies from level 1 and 2; and Demonstrates effective oral presentation skills; Clearly articulates communication to stakeholders confirming the requirements of the interaction and expected outcomes.	Demonstrates competencies from level 1 to 3; Demonstrates effective oral presentation skills for complex and sensitive topics and issues; Effectively and appropriately communicate / advocate financial matters orally on complex and sensitive matters within the municipality; and Complete presentations to management and clients.
2.Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.	Effectively communicates in writing in a manner that requires minimal modification; Take minutes at meetings; Produce electronic presentations; Prepares clear and concise documents / working papers as and when needed; and Proof reads documents with close attention to detail.	Demonstrates competencies from level 1; Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines; Communicates with role-players on their roles and responsibilities; Sound report writing skills; and Numerical, alphabetical and written accuracy.	Demonstrates competencies from level 1 and 2; Prepares documents in accordance with approved methodology, format and standards; Adequately reviews, analyses and quality controls; Accurately report back on approved templates reporting information required with regards to financial processes; and Escalates / clearly communicates to the next level and is actioned and supported	Demonstrates competencies from level 1 to 3; Develops reporting templates, process and guidelines - mentoring and guiding previous levels; Prepares considered, high quality written communications including correspondence and reports to committees; and Prepare and / or review reports to committees, ensuring clear and concise communication to appropriate parties.

			with valid reasoning if and when required.	
3.Organisational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how financial processes are executed in the municipality; Basic knowledge about the municipality; Basic financial industry knowledge; Knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; Applies sector policies and legislation in undertaking tasks; and Aware of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; In-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation; and In-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Knowledge of the municipality's functional directorates / departments and understands integration across these directorates; In-depth knowledge of municipal legislation, policy, practice and code of conduct; and Contributes information toward addressing the municipality's service delivery challenges.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and In-depth knowledge of the municipality's challenges in delivering municipal services.
4.Problem Solving The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.	Deals with clearly defined problems that are task specific that have a low impact and low risk; Applies a pragmatic approach to problem solving; Applies tacit knowledge / experience to determine best possible solutions; and Knows when to refer problems to supervisor for resolution.	Demonstrates competencies from level 1; Identifies problems following defined diagnostic processes; Identifies various alternative options and selects most appropriate solutions; Understands potential impact of problems to own working environment; and Can identify problems that are not routine and will refer to supervisor for resolution.	Demonstrates competencies from levels 1 and 2 and; Generates various solutions / options and contingency plans for localized problems; Involves the appropriate people, to resolve complex task related problems; and Puts preventative measures in place to ensure that problems do not recur in the future.	Demonstrates competencies from levels 1 to 3; Probes deeply and considers consequences and risks attached to actions and the impact of solutions; and Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur.

5. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.	Plans tasks on a daily basis according to a set schedule; Modifies plans in line with instructions from supervisors; and Executes tasks according to plan in order of priority, using some discretion.	Demonstrates competencies from level 1; Plans tasks on a daily/weekly basis according to assessment of schedule of activities; and Executes tasks in order of priority and urgency.	Demonstrates competencies from levels 1 and 2; Plans tasks on a weekly basis; Prioritises tasks on a daily basis according to an assessment of schedule of activities; and Executes or delegates tasks to appropriate individuals.	Demonstrates competencies from levels 1 to 3; Plans tasks on a monthly basis for self and others; Prepares delegated plans for others on a weekly basis; and Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input.
FUNCTIONAL COMPETENCIES				
1. Procurement and Tenders Manages the procurement and tenders process according to prevailing legislation, norms and standards.	Procures goods and services in accordance with MFMA, SCM regulations and policies; Maintains a database of approved vendors; Reconciles physical stocks to accounting records; and Can follow the tender process as per the SCM policy.	Demonstrates competencies from level 1; Conducts a capacity and credit check of potential vendors; Investigates alternative vendors or products to improve cost, quality & delivery ratios; and Involved in tender processes including the management of tender specifications, BEC and BAC requirements.	Demonstrates competencies from level 1 and 2; Reviews vendor performance; Manages procurement contingencies; Provides guidance for alternative vendors or products to improve cost, quality and delivery ratios; Understands 'value chain' concepts and the principles of 'just in time' procurement; and Manages a number of tenders and controls the timeframes and processes associated.	Demonstrates competencies from level 1 to 3; Reviews and updates policies to align with prevailing legislation, norms and standards and community dynamics; Prepares standard documents for presentation to bid committees; Responds and reports on queries from internal audit and auditor general management letter items; and Quality controls the tenders in terms of process, systems and professional conduct of practitioners.
2. Information management The gathering and analysis of data, in order to conclude thereon.	Obtains / extracts data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate; Checks data as it is entered for obvious errors; Formalises and enhances templates; and	Demonstrates competencies from level 1; Performs data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns; and	Demonstrates competencies from level 1 and 2; Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof;	Demonstrates competencies from level 1 to 3; Manages, reviews and analyzes SCM information and conclusions; Drafts / Reviews reports and conclude on results obtained; and

	Manages the central repository and documents.	Identifies concerns and improvement areas that need to be addressed in terms of monitoring data.	Documents reporting information in required formats and categories in order to assist the Principal Practitioner and management with the analyses and interpretation and of quarterly risk trends as well as gaps and duplications; and Quality checks data entered into management software and extract accurate reports.	Maintains various electronic packages and systems required for SCM management.
3. Task management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.	Effectively allocates own time to complete work; Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate); and Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion).	Demonstrates competencies from level 1; Defines roles and responsibilities for project team members and clearly communicates expectations; Manages multiple teams; Able to prioritize multiple resources to meet competing deadlines; and Monitors and controls activities by maintaining a log of work, production, or maintenance.	Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments; Provide guidance and instruction when delegating; and Makes contingency plans.	Demonstrates competencies from level 1 to 3; and Plans ahead to ensure that required equipment and / or materials are in appropriate locations so that own and others' work can be done effectively.
4. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required	Participates in the development of a clear project brief; Prepares, co-ordinates and monitors a project initiation programme; Participates in the assigned tasks to the agreed standards	Demonstrates competencies from level 1; Manages the inputs of subordinate personnel; Determines the procurement / tender policy for the project; Coordinates preparation of project documentation;	Demonstrates competencies from level 1 and 2; Manages multiple projects to agreed standards; Prioritises multiple resources to meet competing deadlines;	Demonstrates competencies from level 1 to 3; Manages multidisciplinary projects and programmes; Manages the project requirements of highly complex capital budget based projects / programmes;

specification and within budget and schedule.	(completes work within the scope of the TOR); Prioritises activities effectively to ensure that tasks are completed within schedule; and Ensures compliance with budgetary requirements.	Manages projects to the agreed standards; Manages resources to achieve the project objectives; Prioritises activities to ensure that project is completed within schedule; and Completes project to ensure budget spent on time.	Agrees requirements and preferences, assessing user needs and options; Establishes project brief, objectives, priorities, constraints, assumptions and strategies; Finalises and approves project documentation; and Manages multiple project schedules.	Ensures stakeholder communication; Prioritises multiple resources to meet competing deadlines; Finalises project concept and feasibility in terms of demand planning; and Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters.
5. Financial Process Management Ability to support an effective, economic and efficient SCM function through financial processes.	Apply policies and procedures in financial process management.	Demonstrates competencies from level 1; Manages the control of assets according to policies and procedures; and Assists in managing assets according to policies and procedures.	Demonstrates competencies from level 1 and 2; Implements finance / SCM strategies; Implements financial / SCM policies and systems; Manages the control of assets according to policies and procedures; Prepares multi-year SCM revenue and expenditure forecasts; Develops sustainable strategies to address shortfalls / risks; Assists in developing and implementing SCM financial policies and systems; Develops, implements and maintains SCM financial management policies, procedures and processes; and Assists in formulating and implementing finance / SCM strategies.	Demonstrates competencies from level 1 to 3; Formulates finance / SCM strategies; Develops and implements SCM / financial policies and systems; Oversees the financial management aspects of the municipality including outsourced service providers financial value add; Develops of sustainable strategies to address shortfalls / risks; Supports the accounting officer to oversee SCM financial management aspects of the municipality; and Prepares of multi-year expenditure forecasts.

PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality; Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Demonstrates competencies from level 1 and 2; Convinces others of his ideas without suppressing their views; Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skillfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement; and Aware of to how people and municipalities function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Contributes to assignment reports by providing information gathered by standard methods; and Demonstrates effective oral and written communication.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; Uses terminology appropriate to the audience; and Structures written documents in a logical framework.	Demonstrates competencies from level 1 and 2; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Accurately reviews documents and edits documents created by others; Organises discussions in logical manner; Responds to questions with accurate and complete answers; and Communicates effectively with people at all levels.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and	Demonstrates competencies from level 1 and 2; Engages effectively with general public;	Demonstrates competencies from level 1 to 3; and

services that contribute to the improvement of municipal processes in order to achieve municipal goals.		Professional in interaction with general public and stakeholders.	Understands and articulates community/ service provider / vendor needs in sector plans; and Manages community / vendor expectations within financial, technical and capacity constraints.	Speaks effectively on service delivery matters to stakeholders.
PERSONAL COMPETENCIES				
1. Action and outcome orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on tasks, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Is a self-starter; Drive to meet deadlines and motivates others to do the same; and Creates an action oriented culture that supports the work unit in achieving its goals.	Demonstrates competencies from level 1; Willing to take on new challenges; Relentlessly pursues project objectives; Pushes self and motivates others for results; Displays a drive to do things better; and Successfully completes projects / assignments within time and budget allocations.	Demonstrates competencies from level 1 and 2; Inspires others through own actions and attitude to perform; Holds self and others accountable for delivery on projects and goals; and Sets challenging goals for self and for the team.	Demonstrates competencies from level 1 to 3; Creates an action oriented culture that supports the department in achieving its goals; Holds superintendents accountable for their units performance and institutes the appropriate interventions; and Sets challenging goals for the operational unit.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; and Proactively searches the environment to detect situations which might cause setbacks or failures.	Demonstrates competencies from level 1 to 3; and Proactively searches the broader organisational environment to detect situations which might cause setbacks or failures.
3. Ethics and Accountability The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Conducts self in accordance with organisational values; Takes responsibility for own actions. Admits own mistakes and weaknesses and seeks	Demonstrates competencies from level 1; Honours the confidentiality of matters and does not use it for personal gain or the gain of others; and	Demonstrates competencies from level 1 and 2; Presents ideas and beliefs in a manner which is consistent with the rules and regulations	Demonstrates competencies from level 1 to 3; and Promotes transparent and accountable municipal administration.

	help from others where unable to deliver; and Treats all employees with equal respect.	Deals promptly, and in the interest of the City, in situations where conflict of interest arises.	of the organisation / department; and Acts decisively against corrupt and dishonest conduct.	
Management / Leadership				
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; and Commands respect from peers and managers.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Effectively influences senior management.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.
2. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across function boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
3. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; and Good at establishing clear direction.	Demonstrates competencies from level 1 to 3; Able to translate Directorates goals into objectives for the unit and gains commitment for these goals from his team; Provides a clear sense of purpose and focuses on successful completion of objectives; and

				Organises resources and inspires others towards focused performance.
4. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Demonstrates competencies from level 1; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; Sets challenging tasks that stretches individuals abilities and self-confidence; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.	Demonstrates competencies from level 1 and 2; Encourages self-reliance and allows staff to make and learn from mistakes; Ability to understand the underlying causes for non or poor performance and to provide the appropriate support; Sets challenging tasks that stretches individuals abilities and self-confidence; Actively renews own personal and professional skills and applies them in a productive way in the work environment; and Understands requirements for professional development of staff.	Demonstrates competencies from level 1 to 3; Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders; Actively involved in the retention and development of talent within the municipality; Understands organizational needs and formulates and implements development plans, outlining specific performance measures; Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style; and Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.

UNIFORMED COMPETENCY FRAMEWORK (Includes Traffic, Law Enforcement and Metro Police)

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Trainee Traffic Officer Learner Law Enforcement Officer Trainee Metro Police Constable	Traffic Officer Law Enforcement Officer Metro Police Constable / officers Assistant Area Coordinator: Security Management	Inspector - Traffic / Law Enforcement Senior Inspector – Traffic / Law Enforcement Principal Inspector – Law Enforcement Sergeant - Metro Police Area Coordinator: Security Management	Superintendent / Senior Superintendent - Metro Police Regional Inspector - Law Enforcement Principal / Chief Inspector - Traffic Chief Superintendent Director: Metro Police Deputy Chiefs Assistant Chief Chief :Law enforcement Chief: Metro Police Chief: Traffic
KNOWLEDGE	Acquiring knowledge of operational execution of duties relating to traffic management / metro police / law enforcement.	Operational execution of duties within set legislative guidelines and in adherence to applicable legislation and procedures related to traffic / metro police / law enforcement; and Operates within set procedures and guidelines.	Takes control of specific operational activities and related incidents; Has limited decision making responsibility within set frameworks; Accountable for development of staff; and	Implements policies and procedures and ensures that by-laws, regulations and crime prevention are enforced; Manages a number of operational areas; and

			Control and Supervision of staff.	Ensures optimal use and maintenance of resources and equipment, and adherence to performance management criteria.
EXPERIENCE	No experience required.	2 - 5 years' relevant experience.	5 - 8 years' relevant experience required of which 2 - 3 years' must be supervisory experience.	8 years' or more relevant experience required inclusive of proven supervisory / managerial experience.
QUALIFICATION	Grade 12; Code B Driver's License; No criminal record; and Physical fitness.	Traffic Officer, Law Enforcement Officer, and Metro Police Constable / officers requires: Grade 12; Basic training qualification attained; Code EB Drivers licence; No criminal record; and Firearm proficiency.	Inspector Traffic, Senior inspector Traffic and Inspector / Senior Inspector / Principal Inspector in Law Enforcement requires: Grade 12; Basic training qualification; Code EB drivers licence; No criminal record; and Firearm proficiency. Sergeant Metro Police: Grade 12; Code B drivers licence; Basic training qualification; No criminal record; and Firearm proficiency.	Superintendent Metro Police, Principal Inspector Traffic, Regional Inspector Law Enforcement requires: Grade 12; Basic training qualification; Code B drivers licence; No criminal record; Firearm proficiency; and Qualification required = National Diploma. Senior Superintendent Metro Police, Chief Inspector Traffic / Chief Superintendent, Director: Metro Police, Deputy Chiefs, Assistant Chief, Chief : Law enforcement, Chief Metro Police and Chief Traffic requires: Grade 12; Basic training qualification; Code B drivers licence; No criminal record; Firearm proficiency; and

				Qualification required = relevant degree or B-Tech / policing degree.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Community and Customer Focus Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.	On training to acquire the below mentioned competencies: Presents an appropriate image to the public and other municipalities; Acts in ways that aim to build a municipality that reflects the community it serves; Focuses on the customer in all activities; Tries to sort out customers' problems as quickly as possible; Apologises for mistakes and sorts them out as quickly as possible - responds quickly to customer requests; Makes sure that the customer is satisfied with the service they receive; Understand customer expectations; Keeps customers updated on progress; and Balances customer needs with municipal needs.	Demonstrates competencies from level 1; Portrays an appropriate image to the public and other municipalities; Supports strategies that aim to build a municipality that reflects the community it serves; Relates to the reality of the customer in all activities; Goes the extra mile in sorting out customers' problems as quickly as possible; Assess mistakes made and sorts them out as quickly as possible; Presents a quick response to customer requests; Determines customer satisfaction with services offered; Manages customer expectations; Keeps customers updated on progress; and	Demonstrates competencies from level 1 and 2; Identifies and takes action to deal with the issues and needs of different groups within the community; Talks to people in the community and tries to understand the socio-economic issues that affect the community; Identifies and builds relationships with influential people and groups within the community; Persuades community members of the need to co-operate with the police and law enforcement agencies; Actively influences the way different ethnic groups view the police and law enforcement services; Encourages officers and staff to learn about the issues affecting their local area;	Demonstrates competencies from level 1 to 3; Focuses policing plans, objectives and targets on meeting the needs of the community; Makes sure local objectives are agreed in partnership with local statutory and voluntary agencies; Understands the complexity and effects of policing a variety of different communities; Clearly identifies and acts on the views and needs of stakeholders and customers; Is sensitive to the needs and interests of other municipalities when working with them; Makes sure the municipality relates to people of all ages, backgrounds and views; Sets up structures and processes that encourage

		<p>Balances customer needs with community and municipal needs.</p>	<p>Finds ways of helping people to understand the different points of view within the community;</p> <p>Makes sure people understand that the service is part of the community, rather than controlling it;</p> <p>Encourages and finds ways for different groups to give their opinions;</p> <p>Encourages and helps members of the community to get involved in the municipality;</p> <p>Promotes the interests of the municipality to outsiders;</p> <p>Gathers different versions of events (violence, unsafe acts, illegal activities) to build up a picture of a situation;</p> <p>Carries out research to identify relevant facts that are not immediately available re. the events;</p> <p>Identifies inconsistencies in information;</p> <p>Checks and verifies information to make sure it is correct;</p> <p>Takes account of all information however small it is;</p> <p>Analyses information carefully to make sure it has not been misunderstood;</p> <p>Makes sure that decisions are made using as much reliable information as possible;</p>	<p>effective working relationships with the media;</p> <p>Explains why and how money is being spent in the municipality to stakeholders and the public;</p> <p>Shows a belief that the municipality is responsible to the local community;</p> <p>Keeps local communities informed of progress in meeting their needs and dealing with their concerns;</p> <p>Balances social and political needs with financial restrictions; and</p> <p>Monitors service delivery to make sure customers' needs are met.</p>
--	--	--	---	--

			Assesses and takes account of risk when making decisions; Finds new ways of solving community related safety and security problems; and Considers the views and motives of everyone involved when drawing conclusions.	
2. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.	Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions; Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to statutes, procedures and precedents, as necessary, before making decisions; and Makes good decisions that take account of all relevant factors.	Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct; Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusion.	Demonstrates competencies from level 1 and 2; Uses an analytical approach to solve problems; Challenges underlying assumptions to make sure information is accurate; Gathers information and ideas from outside to benefit the municipality; Takes an intelligence-driven approach to complex situations; Identifies trends in statistical data; Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that is rare in proportion to the problem being faced;	Demonstrates competencies from level 1 to 3; Manages problems and its impact on the function and municipality; Source information and facts on complex matters before determining appropriate actions; and Address highly complex problems escalated to political / leadership level.

			Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.	
3. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.	Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments.	Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; Involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached.	Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the other matters involved.	Demonstrates competencies from level 1 to 3; Assesses the reaction of key players and adjusts arguments accordingly; Creates a vision of the future that others can relate to and find attractive; Negotiates successful outcomes with stakeholders, gaining their support to achieve municipal objectives; Identifies the real power base in other municipalities as a starting point for negotiation; and Understands outside partners' preferred approaches to agreeing solutions.
4. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.	Deals confidently with members of the public, drawing on own skills and experience; Is comfortable working alone with an appropriate level of supervision and guidance; Puts a positive view on situation and concentrates on what can be achieved;	Demonstrates competencies from level 1; Is reliable in a crisis, remains calm and thinks clearly; Sorts out conflict and deals with hostility and provocation in a calm and restrained way; Responds to challenges rationally, avoiding inappropriate emotion; and	Demonstrates competencies from level 1 and 2; Manages conflicting pressures and tensions; Maintains professional ethics when confronted with pressure from others; Copes with ambiguity and deals with uncertainty and frustration; and	Demonstrates competencies from level 1 and 3; Remains focused and in control of situations; Makes and carries through decisions, even if they are unpopular, difficult or controversial; and Stands firmly by a position when it is right to do so.

	<p>Is aware of personal stress and takes steps to manage it; Accepts criticism and praise; Controls emotions and does not get emotionally involved in disputes; Displays patience when dealing with complainants; Acts in a confident way when challenged; and Says 'no' when necessary.</p>	<p>Deals with difficult emotional issues, activates coping mechanisms (counselling, stress relief activities, etc.) and then moves on.</p>	<p>Resists pressure to make quick decisions where full consideration is needed.</p>	
<p>5. Communication</p> <p>Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed, ensuring a common understanding.</p>	<p>Ensures that all written and spoken communication is concise and well structured; Communicates information in an appropriate style related to the situation; Uses appropriate language and avoids the use of jargon; Ensures that communication has clear purpose; Ensures that communication is factual, accurate and provided on time; Communicates information in an interesting way; Pays attention and shows interest in what others are saying; Uses correct spelling, punctuation and grammar; Listens carefully to understand; and Asks questions to clarify issues.</p>	<p>Demonstrates competencies from level 1; Deals with issues directly; Clearly communicates needs and instructions; Clearly communicates decisions and the reasons behind them; Communicates face to face wherever possible if appropriate; Speaks with authority and confidence; Changes the style of communication to meet the needs of the audience; Manages group discussions effectively; Summarises information to ensure a common understanding; Supports arguments and recommendations effectively in writing; Produces well-structured reports and written summaries; and</p>	<p>Demonstrates competencies from level 1 and 2; Makes sure that people get important messages and receive decisions accurately; Delivers effective presentations to a wide variety of audiences; Uses appropriate visual aids and techniques to get the message across and help understanding; Deals with issues effectively even when under extreme pressure from the media; Considers how different audiences will interpret information; Communicates in a way that is understandable and meaningful to everyone; Checks how effective communication is to the target audience; and Takes every opportunity to reinforce important messages.</p>	<p>Demonstrates competencies from level 1 to 3; Communicates well and direct messages to the target audience (community, political, senior / executive management, SAPS, etc.) Manages the communication strategy and structure; and Effectively deal with the media (where applicable).</p>

		Able to provide accurate, clear testimony in a court of law.		
6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.	Alert to potential conflicts of interest and follows procedures to deal with conflicts; Understands and follows municipal policies and legislation; Understands resources available in municipality to resolve ethical issues; and Able to identify risks involved in alternative courses of action.	Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising practitioners.	Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Identifies other contentious issues and resolves these with clients; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.	Demonstrates competencies from level 1 to 3; Properly resolves ethical, business and issue conflicts; Evaluates relevant facts, issues and risks; Distinguishes among various options; and Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.
FUNCTIONAL COMPETENCIES				
1. Patrol, Enforcement and Emergency Response Ability to pre-empt or respond to safety and security problems.	On training to acquire the below mentioned competencies: Establishes effective patrols to prevent crimes; Attends to problem areas as required; Responds to calls promptly and effectively; Recognises unusual activity and intervenes appropriately; Understands geographic responsibilities;	Demonstrates competencies from level 1; Directs effective patrols to prevent crimes; Proactively address matters in problem areas as required; Responds to calls promptly and effectively; Recognises unusual activity and intervenes appropriately;	Demonstrates competencies from level 1; Co-ordinates multiple patrol activities; Plans and co-ordinates patrol activities for special events such as festivals and protests; Able to develop strategies and procedures for dealing with community support services; and	Demonstrates competencies from level 1 to 3; and Ensure integration of activities within various departments and spheres of government.

	Understands policies and regulations governing pre-patrol issues, preparing and reporting for duty; Assesses emergency situations and calls for support as necessary; Maintains physical control over individuals as necessary; Complies with use of force policies and legislation; and Follows arrest procedures and protocols according to policies and legislation.	Understands geographic and community based responsibilities; Understands policies and regulations governing pre-patrol issues, preparing and reporting for duty; Assesses emergency situations and calls for support as necessary; Maintains physical control over individuals as necessary; Complies with use of force policies and legislation; Follows arrest procedures and protocols according to policies and legislation; Initiates self-directed activity within the patrol area; Able to apply knowledge of local non-criminal statutes and regulations for minimising community safety issues; Controls critical incidents using standard operating procedures; Exercises judgement in stressful conditions; and Ensures safety of others whilst using force.	Maintains confidence and self-control under duress.	
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	Able to establish rapport and gets on with others; Communicates effectively; and Acknowledges contributions of others.	Demonstrates competencies from level 1; Relates to people at all levels of the municipality;	Demonstrates competencies from level 1 and 2; Convinces others of ideas without suppressing their views;	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful;

		Shows confidence in engagement with internal and external stakeholders; Accurately captures others expectations, ideas and concerns; and Encourages and considers inputs of others.	Acknowledge merits in others arguments and to incorporate in proposals where it is warranted; Negotiates skilfully in tough situations with both internal and external stakeholders; and Wins concessions without damaging relationships.	Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Awareness of how people and municipality function.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and Uses terminology appropriate to the audience.	Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework; Captures complex issues clearly and concisely; Conveys alternative viewpoints; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.	Demonstrates competencies from level 1 to 3; Develops communications geared for various audiences; Able to read situations and interest positions and to respond appropriately; Communicates sensitive or controversial information effectively; Communicates effectively at senior levels; Handles sensitive one-on-one discussions effectively; and Uses language and style to capture the attention of the audience.
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the	Committed to excellence; and Keeps commitments and promises in undertaking tasks and meeting deadlines.	Demonstrates competencies from level 1; and Professional in interaction with general public and stakeholders.	Demonstrates competencies from level 1 and 2; Engages effectively with general public;	Demonstrates competencies from level 1 to 3; Establishes a collaborative relationship with the community; and

improvement of municipal processes in order to achieve municipal goals.			Understands and articulates community needs; and Manages community expectations within financial, technical and capacity constraints.	Speaks effectively on service delivery matters as required.
4. Client Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays a customer focus; Is reliable and delivers on time; Establishes rapport with customers; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.	Demonstrates competencies from levels 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Implements client satisfaction feedback to ensure provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.).	Demonstrates competencies from levels 1 to 3; Demonstrates personal commitment to the client service vision through own actions and attitudes; and Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
PERSONAL COMPETENCIES				
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self starter.	Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.	Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; and Sets challenging goals.	Demonstrates competencies from level 1 to 3; Displays a drive to do things better; and Successfully completes projects with time and budget allocations.

2. Resilience The ability to responds constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.	Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	Demonstrates competencies from level 1 to 3; and Proactively searches the environment to detect situations which might cause setbacks or failures.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from level 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; and Considers alternatives.
5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.	Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.	Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.	Demonstrates competencies from level 1 to 3; Is networked within the industry; Creates a learning environment; and

				Encourages others to learn and share from mistakes and shares experiences.
MANAGEMENT / LEADERSHIP COMPETENCIES				
1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.	Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.	Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.	Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.	Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional areas; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.
2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.	Has a clear sense of his / her own and team goals.	Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.	Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.	Demonstrates competencies from level 1 to 3; Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these goals from the team; Provides a clear sense of purpose and focuses on successful completion of objectives; and Organises resources and inspires others towards focussed performance.
3. Coaching and Mentoring The ability to assess skills, performance, and potential of	Shares knowledge and information and experiences with peers;	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge;	Demonstrates competencies from level 1 to 3; Actively involved in the retention and development

subordinates and to encourage their development with the view of optimising their talent.	Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.	Shares knowledge and information with peers and subordinates; and Able to identify own development needs.	Recognises the need for and provides individuals with guidance and direction on how to handle new or difficult situations; Able to identify appropriate training interventions for staff; and Able to understand the underlying causes for poor performance and to provide the appropriate support.	of talent within the municipality; Leads by example; Actively managing performance gaps of all staff and identifying ways of addressing it actively creates development opportunities by crafting roles to best meet the needs of individuals; and Constantly on the lookout for training opportunities for subordinates.
4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1; Commands respect from peers and managers; and Able to engage and convince various stakeholders.	Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.	Demonstrates competencies from level 1 to 3; Motivates and inspires others; Effectively influences senior management and executive; Establishes support and projects authority and credibility; and Uses influence to achieve objectives.

VALUER COMPETENCY FRAMEWORK FOR MUNICIPAL RATING PURPOSE

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited to)	Candidate Valuer (Property Environment): (Assistant Municipal Valuer)	Candidate Valuer (Valuation of all types of property): (Assistant Municipal Valuer)	Professional Valuer /Professional Associated Valuer: (Assistant Municipal Valuer/Municipal Valuer) *These persons can be designated as Municipal Valuer and if so designated, competencies in level 4 are applicable	Senior Professional Valuer/Senior Professional Associated Valuer: (Assistant Municipal Valuer/Municipal Valuer)
KNOWLEDGE	Understands the concept of market value or "highest and best use" as a point of departure when valuing a property; Understands the theory of comparable sales analysis; Has knowledge of elemental building costs for residential properties; Understands town planning concepts such as zoning and departures, subdivisions and consolidations; and Basic knowledge of MS-Excel, MS-Word, Internet Explorer and GIS.	Demonstrates knowledge in 1; Understands all valuation techniques; Understands the law of property; Constitutional obligations; Relevant legislation and case law; Understands concepts related to the time value of money; Understands the concepts of comparable, residual, cost and income valuations; and Displays a good knowledge of elemental costs, and residential values;	Demonstrates knowledge in 1 and 2; Understands basic statistical concepts; Understands Computer Assisted Mass Appraisal (CAMA) techniques; Knowledge of public sources of information and how to use the information; and Understands the fundamental data relationships of all types of properties.	Demonstrates knowledge in 1 to 3; Demonstrates strong subject matter knowledge; Expert knowledge in particular fields; Displays good knowledge of commercial and industrial rentals, capitalization rates, vacancy levels and operating costs; and Can apply CAMA techniques.

		Evaluates which valuation method should be used; and Understands basic concepts of a computer assisted mass appraisal system (CAMA).		
EXPERIENCE	Up to 2 years relevant experience required in a property environment.	2-5 years relevant experience in property valuation required.	5-8 years' relevant experience across all property valuation areas.	8 years or more relevant experience covering all aspects of the relevant valuation function.
QUALIFICATION*	Grade 12; and To registered as a candidate valuer in terms of the Property Valuers Profession Act (*studying towards minimum qualification).	A relevant 3 year tertiary qualification; and Registered as a candidate valuer in terms of the Property Valuers Profession Act.	A relevant 3 year tertiary qualification and Registered as a professional valuer or Professional Associated Valuer in terms of the Property Valuers Profession Act. *registration for Professional Associated Valuer may be subject to restrictions in terms of what types of properties the person is authorised to value.	A relevant 3 year tertiary qualification; and Registered as a professional valuer or Professional Associated Valuer in terms of the Property Valuers Profession Act.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
CORE PROFESSIONAL COMPETENCIES				
1. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.	Effectively communicates in writing in a manner that requires minimal modification; Takes minutes at meetings; and	Demonstrates competencies from level 1; Assists with preparing and reviewing training	Demonstrates competencies from level 1 and 2; Prepares documents in accordance with	Demonstrates competencies from level 1 to 3; Develops reporting templates, process and

	Prepares clear and concise building sketches.	material, policies and guidelines; Communicates with role-players on their roles and responsibilities; Possess sound report writing skills; and Portrays numerical, and written accuracy.	approved formats and standards; Adequately review, analyse and quality control; and Clearly escalates matters to the next level when required.	guidelines - mentoring and guiding subordinates; Prepares considered, high quality written communications including correspondence and reports; and Produces and presents electronic presentations.
2. Organizational Awareness The ability to understand the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery objectives and challenges.	Understands how the valuations process is executed in the municipality; Has basic knowledge about the municipality; Has knowledge of the municipality's priorities and goals; Operates within the municipality's policies and procedures; and Is aware of the issues impacting service delivery.	Demonstrates competencies from level 1; Understands and internalizes the municipality's priorities and goals; Has in-depth knowledge of municipality's policies and procedures; Knowledge and understanding of the municipality's functional directorates; Understands priorities, goals and issues of local government; Understands local government policies and legislation and code of conduct; and Has in-depth knowledge of the issues impacting service delivery.	Demonstrates competencies from level 1 and 2; Contributes to shaping the municipality's specific goals and priorities; Aligns annual / quarterly plans with municipality goals and objectives; Has knowledge of the municipality's functional directorates / departments and understands integration across these directorates; Has in-depth knowledge of municipal legislation, policy, practice and code of conduct; and Applies sector policies and legislation in undertaking tasks.	Demonstrates competencies from level 1 to 3; Contributes to shaping the municipality and local government specific goals and priorities; Has knowledge of the municipality's functional directorates / departments and understands strategic integration across these; and Has in-depth knowledge of the municipality's challenges in in the valuation and rating environment.

<p>3. Task Management</p> <p>Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<p>Effectively allocates own time to complete work; Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate); and Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion).</p>	<p>Demonstrates competencies from level 1; Coordinates own and others' schedules to avoid conflicts; Checks quality of work against predetermined specifications; Ensures that established procedures for completing work tasks are followed; and Initiates action to correct quality problems or notifies others of quality issues as appropriate.</p>	<p>Demonstrates competencies from level 1 and 2; Consistently identifies appropriate resources for a variety of assignments; Defines roles and responsibilities for team members and clearly communicates expectations; Provides guidance and instruction when delegating; Monitors and controls activities by maintaining a log of work; and Effectively manage and produce outputs and outcomes.</p>	<p>Demonstrates competencies from levels 1 to 3; Knows and relies on the 'experts' in various fields who can address and solve special problems; Maintains project records (working papers, audit trails); Ensures that high-priority work is accomplished within required timelines; Allocates task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, and enhancement of the individual's knowledge / skills); and Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.</p>
<p>4. Discipline Specific Skills</p> <p>Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<p>Undertakes routine tasks as directed; and Is aware of factors that may negatively impact the completion of a job.</p>	<p>Demonstrates competencies from level 1; Understands the technical language of the job; Understands the technical components of the job and has a</p>	<p>Demonstrates competencies from levels 1 and 2; Applies specialist knowledge to situations, to solve problems or enhance solutions;</p>	<p>Demonstrates competencies from levels 1 to 3; Demonstrates the ability to lead the function, cross-functionally, within the municipality; and Anticipates events, situations and incidents</p>

		<p>sound understanding of specific principles; Able to read schematic drawings and basic designs; and Understands the use and application of the full range of appropriate tools / equipment.</p>	<p>Shows sound problem solving skills and analytical ability; Ensures knowledge transfer and training and mentoring of more junior staff; and Ability to identify task specific problems and analyse all factors that influence the solution.</p>	<p>that may impact the work environment and takes corrective action.</p>
FUNCTIONAL COMPETENCIES				
<p>1. Compilation of general and supplementary valuation rolls, maintenance of valuation roll</p>	<p>Collects data as required; Determines physical locations from maps, plans and drawings; Conducts physical inspections; Assists in information management through the updating of electronic databases, plans and records; Determines the market value of properties under supervision, applying the legislative prescripts; Analyses sales transactions; and Identifies properties that must be the subject of supplementary valuations.</p>	<p>Demonstrates functional competencies in 1; Assembles data in a constructive expression of value; and Undertakes residential as well as basic income and cost valuations.</p>	<p>Demonstrates functional competencies in 1 and 2; Approves market valuations performed by subordinates; Conducts research into the application of valuation methodologies and procedures; Conducts market analysis to determine the basis of valuation; Determines methodologies for valuations of all properties; Ensures supplementary valuations and reviews are done and maintains the valuation roll; and</p>	<p>Demonstrates functional competencies in 1 to 3; Designates assistant municipal valuers and data collectors and assigns them appropriate functions; Develops, tests and implements appropriate methods and approaches of valuation to keep abreast of new developments; Develops, tests and implements appropriate methods and approaches of mass valuation techniques, including information technology;</p>

			Monitors and ensures adherence to valuation standards and legislative prescripts.	<p>Manages the compilation of General and Supplementary Valuation Rolls and ensures timeous completion in line with legislation;</p> <p>Ensures that the valuation roll is accurate and complete;</p> <p>Ensures that copyright of valuation rolls and related data and documents vests in the municipality in line with s85 of the Municipal Property Rates Act (MPRA);</p> <p>Manages the development, implementation and management of a comprehensive, integrated and secure mass valuation information system, or any other secure valuation roll management system that interfaces with the relevant internal municipal systems;</p> <p>Certifies the valuation roll in line with the MPRA; and</p>
--	--	--	---	---

				Submits monthly reports as required to the municipal manager on the general valuation of properties.
2. Management of objections and appeals	Assists with the repository of objections and appeals; and Assists with the posting of objection and appeal outcomes.	Demonstrates functional competencies in 1; Prepares the reasons for the decisions taken on objections lodged; and Prepares evidence to be submitted to the Appeal Board to motivate valuations.	Demonstrates functional competencies in 2 to 3; Ensures correctness of the reasons for decisions taken on objections lodged; Ensures correctness of evidence to be submitted to the Appeal Board to motivate valuations; Liaises and communicates with the relevant stakeholders and clients regarding objections and appeals; Ensures the correctness and completeness of decisions on section 78 reviews before referral to the municipal valuer; Ensures adjustments/additions to valuation roll are effected in line with the legislative prescripts; and Submits all compulsory reviews and appeals to the appeal board as required.	Demonstrates functional competencies in 2 to 3; Provides expert valuation advice to the municipality and the Appeal Board and in litigation matters; Decides on objections and section 78 reviews in line with the provisions of the MPRA; Notifies objectors and affected parties of his/her decisions and adjustments to the valuation roll; and Ensures that all Appeal Board and Court decisions are implemented in line with the MPRA.

<p>3. Information Management</p> <p>The gathering and analysis of data, in order to compile a General or Supplementary Valuation roll</p>	<p>Obtains / extracts data from specific sources as per requests, from e.g. spreadsheets and databases as appropriate;</p> <p>Checks data as it is entered for obvious errors; and</p> <p>Formalises and enhances templates.</p>	<p>Demonstrates competencies from level 1;</p> <p>Performs data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns;</p> <p>Identifies concerns and improvement areas that need to be addressed in terms of monitoring data;</p> <p>Manages the central repository and documents;</p> <p>Shows an ability to translate data into meaningful information;</p> <p>Ensures that data is captured in the appropriate format; and</p> <p>Displays thorough understanding of the software and subject matter.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Able to analyse and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof;</p> <p>Documents reporting information in required formats and categories in order to assist senior valuer and management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications;</p> <p>Quality checks data entered into management software and extract accurate reports;</p> <p>Displays creativity in the presentation of data to meet client requests;</p> <p>Demonstrates the ability to break down complex problems into manageable parts and identify solutions;</p> <p>Anticipates events, situations and incidents that may impact on the operation of the system; and</p>	<p>Demonstrates competencies from level 1 to 3;</p> <p>Manages, reviews and analyses information and reaches conclusions;</p> <p>Drafts / Reviews reports and conclude on results obtained;</p> <p>Maintains various electronic packages and systems required for valuation management;</p> <p>Ensures integration with the development & urban planning and billing;</p> <p>Develops operating rules and procedures for systems;</p> <p>Analyses business needs and continuously evaluates the effectiveness of information systems to meet the business requirements;</p> <p>Monitors trends and developments with regards to information systems and shows an ability to consider implications and consequences for the municipality;</p> <p>Keeps abreast of latest developments within valuation methodologies and CAMA applications;</p>
---	--	--	--	--

			Analyses and interprets data and produces strategic reports for incorporation into executive processes.	Monitors processes and identifies potential shortcomings of current systems/processes – makes recommendations to alleviate issues; Engages across municipalities to identify and shares best practice and critical knowledge; and Creates a culture where staff feel empowered to seek and share knowledge.
4. Project Management Ability to plan, co-ordinate and control the tasks of self and others in the delivery, operations and maintenance of infrastructure and other tasks, to the required specification and within budget and schedule.	Participates in the assigned tasks to the agreed standards (completes work within the scope of the terms of reference); and Prioritises activities effectively to ensure that tasks are completed within schedule.	Demonstrates competencies from level 1; Manages the inputs of subordinate personnel; Coordinates preparation of project documentation; and Prioritises activities to ensure that project is completed within schedule.	Demonstrates competencies from level 1 and 2; Prepares, co-ordinates and monitors a project initiation programme; Manages multiple projects to agreed standards; Prioritises multiple resources to meet competing deadlines; Establishes project brief, objectives, priorities, constraints, assumptions and strategies; Finalises and approves project documentation; Ensures compliance with budgetary requirements; Determines the procurement / tender policy for the project; and	Demonstrates competencies from level 1 to 3; Manages multidisciplinary projects and programmes; Manages the project requirements of highly complex capital budget based projects / programmes; Ensures stakeholder communication; Finalises project concept and feasibility; Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters; Defines roles and responsibilities for project team members and

			Manages resources to achieve the project objectives.	clearly communicates expectations; and Sets and manages service level agreements with external service providers.
5. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.	Not applicable.	Not applicable.	Understands and weighs up financial implications of valuation processes; Adheres to Supply Chain management processes when procuring external services; Develops corrective measures/actions to ensure efficient use of financial resources; and Interprets financial statements.	Demonstrates competencies from level 3; Understands financial statements and their applicability to valuations; and Aligns expenditure to budgets and cash flow projections.
PUBLIC SERVICE ORIENTATION COMPETENCIES				
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	Relates well to others; Initiates contact with other people; Displays consideration towards others; Listens effectively and responds appropriately; and Treats people with respect, dignity and in a professional manner.	Demonstrates competencies from level 1; Able to establish rapport and gets on with others; Communicates effectively; Acknowledges contributions of others; Relates to people at all levels of the organisation; Shows confidence in engagement with	Demonstrates competencies from level 1 and 2; Encourages and considers inputs of others, convinces others of his / her ideas without suppressing their views; Acknowledges merits in others' arguments and incorporates proposals where merited; and Negotiates skilfully in tough situations with both	Demonstrates competencies from level 1 to 3; Able to be both direct and forthright as well as diplomatic and tactful; Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement; and Open to new and innovative ideas.

		internal and external stakeholders; and Is able to assert his/her opinions.	internal and external stakeholders.	
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.	Demonstrates effective oral and written communication; Responds to questions with accurate and complete answers; and Listens well and is receptive.	Demonstrates competencies from level 1; Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way; and Encourages participation and mutual understanding.	Demonstrates competencies from level 1 and 2; Communicates with various stakeholders without compromising the integrity of the municipality; Adapts communication content and style according to the audience including managing body language effectively; Delivers messages in a manner that gains support, commitment and agreement; Communicates effectively with people at all levels within the municipality; Communicates controversial, sensitive messages to stakeholders tactfully; and Balances political views with organizational needs when communicating differing viewpoints on complex issues.	Demonstrates competencies from level 1 to 3; Develops well defined communication strategy; Understands the audience and is able to use appropriate medium to convey or engage target audiences; and Has ability to read situations and interest positions and to respond appropriately;
3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the	Displays commitment to excellence; Keeps commitments and promises in undertaking	Demonstrates competencies from level 1;	Demonstrates competencies from level 1 and 2;	Demonstrates competencies from level 1 to 3; and

improvement of municipal processes in order to achieve municipal goals.	tasks and meeting deadlines; Is professional in interaction with general public and stakeholders; and Executes tasks in line with the Batho Pele principles and the municipality's values.	Is committed to engaging communities in all aspects relating to service delivery; Understands the need for socio-political transformation and is able to incorporate this philosophy in executing his/her duties; and Is aware of the interest groups and other stakeholders and is able to engage them.	Understands community needs and can evaluate their implications for the municipality; Manages community expectations within financial, technical and capacity constraints; Speaks effectively to the media; Understands community needs and expectations and understands the processes for integrating these into the municipality's plans; and Establishes a collaborative relationship with the community.	Identifies and analyses opportunities where innovative ideas can lead to an improved service.
4. Customer Orientation and Customer Focus Understands the service needs of a client / customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.	Displays customer focus; Is reliable and delivers on time; Establishes rapport with clients ; and Responds to client needs timeously.	Demonstrates competencies from level 1; Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive.	Demonstrates competencies from level 1 and 2; Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service expectations; and Implements client satisfaction feedback to ensure provision of quality service.	Demonstrates competencies from level 1 to 3; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision; Regularly evaluates customer satisfaction ratings; and Sets the climate and creates a culture to attain client focused outcomes.
PERSONAL COMPETENCIES				

1. Action Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.	Shows enthusiasm to take on new projects; Willing to take on new challenges; Drives to meet deadlines; and Puts the interest of the municipality first.	Demonstrates competencies from level 1; Relentlessly pursues project objectives Is a self-starter; Pushes self and motivates others for results; Sets challenging goals; Displays a drive to do things better; and Successfully completes projects within time and budget allocations.	Demonstrates competencies from level 1 and 2; and Ensures delivery according to project or action plans.	Demonstrates competencies from level 1 to 3; and Provides leadership by creating a conducive environment where self-management prevails.
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist with goals despite obstacles and setbacks.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has a calming influence on others.	Demonstrates competencies from level 1 and 2; Plans and initiates new ways forward; Conducts Scenario planning; and Develops contingency plans.	Demonstrates competencies from level 1 to 3; Proactively searches the environment to detect situations which might cause setbacks or failures; and Proactively forecast risks and mitigate accordingly.
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.	Shows a willingness to learn; and Copes effectively with change.	Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.	Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	Demonstrates competencies from level 1 to 3; and Recognises when change is necessary, develops a change implementation strategy.

4. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self-improvement.	Shows willingness to learn new things and acquire knowledge.	Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; Seeks ongoing support for own limitations (e.g. from coach or mentor); and Engages in regular external activities.	Demonstrates competencies from level 1 and 2; and Remains abreast of changes in the sector.	Demonstrates competencies from level 1 to 3; Remains abreast with changes and initiatives in the sector and looks for ways to cooperate and integrate; and Promotes best practice.
5. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'.	Strong attention to detail; and Works within a relatively structured environment.	Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; Develops new ways to solve problems; and Demonstrates strong analytical reasoning.	Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty; Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.	Demonstrates competencies from levels 1 to 3; Deals with high levels of complexity and clarifies issues for others; Comes up with creative and unique ideas; Considers alternatives; and Thinks out of the box.
MANAGEMENT/LEADERSHIP COMPETENCIES				
1. Impact and Influence	Makes positive impact and comes across as confident professional.	Demonstrates competencies from level 1;	Demonstrates competencies from levels 1 and 2;	Demonstrates competencies from level 1 to 3;

<p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>		<p>Motivates subordinates to accomplish tasks; Has credibility with staff, management and stakeholders; and</p> <p>Convinces executive / seniors of viewpoints or proposals with assistance of others in authority.</p>	<p>Able to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance on proposals; Tactfully confronts and corrects others when necessary; Is called upon to mediate conflicts and disagreements; Shows strength of character maintaining performance under duress and pressure; and Demonstrates calm around adversity.</p>	<p>Persuades political heads to adopt and implement results / outcomes of project; Gains support by capitalizing on understanding of political forces affecting the organization; Able to make unpopular decisions if it is in the best interests of the organisation; and Uses an in depth understanding of the interactions within a group to move towards a specific agenda.</p>
<p>2. Team Orientation</p> <p>The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.</p>	<p>Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.</p>	<p>Demonstrates competencies from level 1 to 3; Builds team spirit and cohesion across functional boundaries in the respective departments; Encourages team approach to problem solving; Recognises and respects the value of diverse views; and Draws on diverse backgrounds, skills and knowledge of team members.</p>

<p>3. Coaching and Mentoring</p> <p>The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	NA	Shares knowledge and information with peers and subordinates.	<p>Demonstrates competencies from level 2;</p> <p>Articulates tasks and expectations and sets realistic standards;</p> <p>Anticipates mistakes and freely offers assistance without being overbearing;</p> <p>Diagnoses performance issues and determines appropriate developmental intervention to suit the individuals learning style;</p> <p>Recognises the need for and provides individuals with guidance on how to handle new or difficult situations;</p> <p>Ability to understand the underlying causes for non or poor performance and to provide the appropriate support;</p> <p>Sets challenging tasks that stretch individuals' abilities and self-confidence;</p> <p>Actively renews own personal and professional skills and applies them in a productive way in the work environment; and</p> <p>Understands requirements for professional development of staff.</p>	<p>Demonstrates competencies from levels 2 to 3;</p> <p>Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders;</p> <p>Actively involved in the retention and development of talent within the municipality; and</p> <p>Understands municipal needs and formulates and implements development plans, outlining specific performance measures.</p>
--	----	---	---	---

<p>4. Strategic Capability/Leadership or Direction Setting</p> <p>Determines and articulates the vision, sets the direction for the organisation and / or unit and inspires others to deliver on the organisational mandate.</p>	<p>Has a clear sense of his/her own and team goals.</p>	<p>Demonstrates competencies from level 1; Provides a clear sense of purpose and focuses on successful completion of objectives; Seeks mutual benefit / win-win outcomes for all concerned; and Complies with statutory requirements and apply policies consistently.</p>	<p>Demonstrates competencies from levels 1 and 2; Provides advice and guidance on policies; Acts decisively having assessed the risks; Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; Initiates and manages change in pursuit of strategic objectives; Motivates and coaches project teams to achieve highest project results; Inspires staff with own behaviour – “walks the talk”; and Defines roles and responsibilities for project team members and clearly communicates expectations.</p>	<p>Demonstrates competencies from level 1 to 3; Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations and broader organisational goals; Monitors policy implementation and puts in place procedures to manage risks; and Sets strategic objectives against specified performance measures.</p>
--	---	---	--	---

