



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September

No. 40293

PART 1 OF 8

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ISSN 1682-5843



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For purposes of reference, all Proclamations, Government Notices, General Notices and Board Notices published are included in the following table of contents which thus forms a weekly index. Let yourself be guided by the gazette numbers in the righthand column:

Weekly Index

No.	Page No.	Gazette No.
GOVERNMENT NOTICE		
Agriculture, Forestry and Fisheries, Department of		
1015 Agricultural Produce Agents Act (12/1992) :Nomination of candidates for appointment to the Agricultural Produce Agents Council (APAC)	20	40279
1016 The Agricultural Research Council (ARC) :Invitation to Comment: To all interested and affected Parties	21	40279
1058 Broad-Based Black Economic Empowerment Amendment Act (53/2003) :Application for market access permits for Agricultural Products in terms of the W.T.O. Agreement for 2017	4	40280
1067 Marine Living Resources Act (18/1998) :Duration of small-scale fishing rights	4	40286
Economic Development, Department of		
1007 National Environmental Management: Protected Areas Act (57/2003) :Notice of declaration of Tyityaba Private Game Reserve in terms of section 23(2)(b)(i)(ii)(iii) and (e) of the Act	4	40266
Education, Department of		
1017 Use of Official Languages Act (12/2012) :Call for comments on the Umalusi Language Policy	22	40279
Environmental Affairs, Department of		
R.1006 National Environmental Management Act (107/1998) :Proposed amendments to Financial Provisioning Regulations, 2015	4	40265
1010 National Environmental Management (59/2008) :Withdrawal of notice to the Paper and Packaging Industry, Electrical and Electronic Industry and Lighting Industry to prepare and submit to the Minister Industry waste management plans for approval	4	40270
1011 National Environmental Management: Waste Act (59/2008) :Publication of notice to the paper and Packaging Industry, Electrical and Electronic Industry and Lighting Industry to prepare and submit to the Minister industry waste management plans for approval	5	40270
Health, Department of		
1018 Medicines and Related Substances Act (101/1965) as amended :Extension of the implementation period of the interim adjustment of the single exit price of Medicines and Scheduled Substances (SEPA) for the year 2016	32	40279

Alle Proklamasies, Goewermentskennisgewings, Algemene Kennisgewings en Raadskennisgewings gepubliseer, word vir verwysingsdoeleindes in die volgende Inhoudopgawe ingesluit wat dus weeklikse indeks voorstel. Laat u self deur die Koerantnommers in die regterhandse kolom lei:

Weeklikse Indeks

No.	Bladsy No.	Koerant No.
GOEWERMENTSKENNISGEWINGS		
Landbou, Bosbou en Visserye, Departement van		
1015 Agricultural Produce Agents Act (12/1992) :Nomination of candidates for appointment to the Agricultural Produce Agents Council (APAC)	20	40279
1016 The Agricultural Research Council (ARC) :Invitation to Comment: To all interested and affected Parties	21	40279
1058 Broad-Based Black Economic Empowerment Amendment Act (53/2003) :Application for market access permits for Agricultural Products in terms of the W.T.O. Agreement for 2017	4	40280
1067 Marine Living Resources Act (18/1998) :Duration of small-scale fishing rights	4	40286
Ekonomiese Ontwikkeling, Departement van		
1007 National Environmental Management: Protected Areas Act (57/2003) :Notice of declaration of Tyityaba Private Game Reserve in terms of section 23(2)(b)(i)(ii)(iii) and (e) of the Act	4	40266
Onderwys, Departement van		
1017 Use of Official Languages Act (12/2012) :Call for comments on the Umalusi Language Policy	22	40279
Omgewingsake, Departement van		
R.1006 National Environmental Management Act (107/1998) :Proposed amendments to Financial Provisioning Regulations, 2015	4	40265
1010 National Environmental Management (59/2008) :Withdrawal of notice to the Paper and Packaging Industry, Electrical and Electronic Industry and Lighting Industry to prepare and submit to the Minister Industry waste management plans for approval	4	40270
1011 National Environmental Management: Waste Act (59/2008) :Publication of notice to the paper and Packaging Industry, Electrical and Electronic Industry and Lighting Industry to prepare and submit to the Minister industry waste management plans for approval	5	40270
Gesondheid, Departement van		
1018 Medicines and Related Substances Act (101/1965) as amended :Extension of the implementation period of the interim adjustment of the single exit price of Medicines and Scheduled Substances (SEPA) for the year 2016	32	40279

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
Home Affairs, Department of			Binnelandse Sake, Departement van		
995 Births and Deaths Registration Act (51/1992) :Alteration of Surnames.....	19	40262	995 Births and Deaths Registration Act (51/1992) :Alteration of Surnames.....	19	40262
996 Births and Deaths Registration Act (51/1992) :Alteration of forenames in terms of section 24	30	40262	996 Births and Deaths Registration Act (51/1992) :Alteration of forenames in terms of section 24	30	40262
1019 Births and Deaths Registration Act (51/1992) :Alteration of surnames in terms of section 26	57	40279	1019 Births and Deaths Registration Act (51/1992) :Alteration of surnames in terms of section 26	57	40279
1020 Births and Deaths Registration Act (51/1992) :Alteration of forenames in terms of section 24	70	40279	1020 Births and Deaths Registration Act (51/1992) :Alteration of forenames in terms of section 24	70	40279
Justice and Constitutional Development, Department of			Justisie en Staatkundige Ontwikkeling, Departement van		
1021 Promotion of Access to Information (2/2000) :Description in terms of section 15(1): Mpumalanga Provincial Government: Department of Co-operative Governance and Traditional Affairs	81	40279	1021 Promotion of Access to Information (2/2000) :Description in terms of section 15(1): Mpumalanga Provincial Government: Department of Co-operative Governance and Traditional Affairs	81	40279
1022 Promotion of Access to Information (2/2000) :Description in terms of section 15(1): Limpopo Provincial Government: Office of the Premier	84	40279	1022 Promotion of Access to Information (2/2000) :Description in terms of section 15(1): Limpopo Provincial Government: Office of the Premier	84	40279
1023 Promotion of Access to Information, 2000 :Description in terms of section 15(1): Limpopo Provincial Government: Department of Co-operative Governance, Human Settlements and Traditional Affairs	87	40279	1023 Promotion of Access to Information, 2000 :Description in terms of section 15(1): Limpopo Provincial Government: Department of Co-operative Governance, Human Settlements and Traditional Affairs	87	40279
1024 Promotion of Access to Information Act, 2000 :Description submitted in terms of section 15 (1)	90	40279	1024 Promotion of Access to Information Act, 2000 :Description submitted in terms of section 15 (1)	90	40279
1025 Promotion of Access to Information Act, 2000 :Limpopo Provincial Government: Department of Health	93	40279	1025 Promotion of Access to Information Act, 2000 :Limpopo Provincial Government: Department of Health	93	40279
1026 Promotion of Access to Information Act (2/2000) :Description submitted in terms of section 15(1)	96	40279	1026 Promotion of Access to Information Act (2/2000) :Description submitted in terms of section 15(1)	96	40279
Labour, Department of			Arbeid, Departement van		
1012 Basic Conditions of Employment Act (75/1997) :Sectoral Determination 1: Contract Cleaning Sector, South Africa	4	40276	1012 Basic Conditions of Employment Act (75/1997) :Sectoral Determination 1: Contract Cleaning Sector, South Africa	4	40276
1013 Basic Conditions of Employment Act (75/1997) :Sectoral Determination 7: Domestic Worker Sector, South Africa	6	40276	1013 Basic Conditions of Employment Act (75/1997) :Sectoral Determination 7: Domestic Worker Sector, South Africa	6	40276
1027 Labour Relations Act, 1995 :Bargaining Council for the Furniture Manufacturing Industry KwaZulu-Natal: Extension to non-parties of the Main Collective Amending Agreement.....	99	40279	1027 Labour Relations Act, 1995 :Bargaining Council for the Furniture Manufacturing Industry KwaZulu-Natal: Extension to non-parties of the Main Collective Amending Agreement.....	99	40279
Mineral Resources, Department of			Minerale Bronne, Departement van		
R.1005 Mine Health and Safety Act (MHSA) :Notice for nominations of members of Mine Health and Safety Council (MHSC)	11	40263	R.1005 Mine Health and Safety Act (MHSA) :Notice for nominations of members of Mine Health and Safety Council (MHSC)	11	40263
1014 Mineral and Petroleum Resources Development Act (28/2002) :Prohibition or restriction of prospecting or mining in terms of section 49(1)	4	40277	1014 Mineral and Petroleum Resources Development Act (28/2002) :Prohibition or restriction of prospecting or mining in terms of section 49(1)	4	40277

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
National Treasury			Nasionale Tesourie		
1028	114	40279	1028	114	40279
Public Finance Management Act (1/1999), as amended :Borrowing powers of water boards listed under Schedule 3 Part B of the Act.....			Public Finance Management Act (1/1999), as amended :Borrowing powers of water boards listed under Schedule 3 Part B of the Act.....		
1029	115	40279	1029	115	40279
Public Finance Management Act (1/1999) :Borrowing powers of water boards listed under Schedule 3 Part B of the Act			Public Finance Management Act (1/1999) :Borrowing powers of water boards listed under Schedule 3 Part B of the Act		
Non-Governmental Organization			Nie-Regeringsorganisasie		
1030	116	40279	1030	116	40279
Promotion of Access to Information Act (2/2000) :Description of structure and functions in terms of section 14 (1)(a) of the Act.....			Promotion of Access to Information Act (2/2000) :Description of structure and functions in terms of section 14 (1)(a) of the Act.....		
Rural Development and Land Reform, Department of			Landelike Ontwikkeling en Grondhervorming, Departement van		
997	43	40262	997	43	40262
The Restitution of Land Rights Act, 1994 :Various Properties			The Restitution of Land Rights Act, 1994 :Various Properties		
998	44	40262	998	44	40262
Restitution of Land Rights Act (22/1994) as amended :Portion 127 (portion of Portion 1), Rustenburg District Municipality ...			Restitution of Land Rights Act (22/1994) as amended :Portion 127 (portion of Portion 1), Rustenburg District Municipality ...		
999	45	40262	999	45	40262
Restitution of Land Rights Act (22/1994) :Amendment of Gazette Notice 735 of 2008: Various Properties.....			Restitution of Land Rights Act (22/1994) :Amendment of Gazette Notice 735 of 2008: Various Properties.....		
1000	47	40262	1000	50	40262
Transformation of certain Rural Areas Act (94/1998) :Notice in terms of section 3(4) (a) of the Act for the Enon/Bersheba Board Area			Transformasie van sekere Landelike Gebiede (94/1998) :Kennisgewing ingevolge artikel 3(4)(a) van die Wet vir die Enon/Bersheba Raadsgebied		
1031	122	40279	1031	122	40279
Restitution of Land Rights Act (22/1994) as amended :Various properties.....			Restitution of Land Rights Act (22/1994) as amended :Various properties.....		
1032	124	40279	1032	124	40279
Restitution of Land Rights Act (22/1994) :Portion 4 of Erf 1249, Zeerust			Restitution of Land Rights Act (22/1994) :Portion 4 of Erf 1249, Zeerust		
1033	125	40279	1033	125	40279
Restitution of Land Rights Act (22/1994) as amended :Portions 2 and 4, Dirk van Woudenberg Trust			Restitution of Land Rights Act (22/1994) as amended :Portions 2 and 4, Dirk van Woudenberg Trust		
1034	127	40279	1034	127	40279
Restitution of Land Rightst Act (22/1994) as amended :Remaining extent of Erf 184, in Louis Trichard Town			Restitution of Land Rightst Act (22/1994) as amended :Remaining extent of Erf 184, in Louis Trichard Town		
1035	130	40279	1035	130	40279
Restitution of Land Rights Act (22/1994) :Selonskraal 317 JQ			Restitution of Land Rights Act (22/1994) :Selonskraal 317 JQ		
1036	131	40279	1036	131	40279
Restitution of Land Rights Act (22/1994) as amended :The remaining extent of Portion 4.....			Restitution of Land Rights Act (22/1994) as amended :The remaining extent of Portion 4.....		
1037	133	40279	1037	133	40279
Restitution of Land Rights Act (22/1994) as amended :Portion 1, Goedverwacht Boerdery Trust			Restitution of Land Rights Act (22/1994) as amended :Portion 1, Goedverwacht Boerdery Trust		
1038	135	40279	1038	135	40279
Restitution of Land Rights Act (22/1994) as amended :Portion 19.....			Restitution of Land Rights Act (22/1994) as amended :Portion 19.....		
1039	137	40279	1039	137	40279
Restitution of the Land Rights Act (22/1994) :Klipfontein 238 JS			Restitution of the Land Rights Act (22/1994) :Klipfontein 238 JS		
1040	139	40279	1040	139	40279
Restitution of Land Rights Act (22/1994) as amended :Portios 2 and 4, Dirk van Woudenberg Trust			Restitution of Land Rights Act (22/1994) as amended :Portios 2 and 4, Dirk van Woudenberg Trust		
1041	141	40279	1041	141	40279
Restitution of the Land Rights Act (22/1994) :Bultfontein 187 IS			Restitution of the Land Rights Act (22/1994) :Bultfontein 187 IS		

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
1042	143	40279	1042	143	40279
Restitution of Land Rights Act (22/1994) as amended :The remaining extent of Portions 1, 3 and 12, Telperion Pty Ltd					
1043	145	40279	1043	145	40279
Restitution of Land Rights Act (22/1994) as amended :Various properties.....					
1044	148	40279	1044	148	40279
Restitution of the Land Rights Act (22/1994) :Bosmanspan 180 IS					
1045	150	40279	1045	150	40279
Restitution of the Land Rights Act (22/1994) :Rietspruit 402 JS					
1046	152	40279	1046	152	40279
Restitution of Land Rights Act (22/1994) as amended :Remaining Extent and Portion 1 of Erf 46, Annadale, Ladana under Polokwane Local Municipality.....					
1047	153	40279	1047	153	40279
Restitution of Land Rights Act (22/1994) :Withdrawal notice of various properties, Ngaka Modiri Molema District.....					
1048	154	40279	1048	154	40279
Restitution of the Land Rights Act (22/1994) :Palmietfontein 104 JT					
1049	156	40279	1049	156	40279
Restitution of Land Right Act (22/1994) as amended :Grootvlei 293 IS					
1050	158	40279	1050	158	40279
Restitution of the Land Rights Act (22/1994) :Welverdiend 23 IS					
1051	160	40279	1051	160	40279
Restitution of Land Rights Act (22/1994) as amended :Erf 295, New Pietersburg....					
1052	161	40279	1052	161	40279
Restitution of Land Rights Act (22/1994) as amended :Various properties.....					
1060	4	40283	1060	4	40283
Restitution of Land Rights Act (22/1994) as amended :The remaining extent of Portion 12					
1061	6	40283	1061	6	40283
Restitution of Land Rights Act (22/1994) as amended :The remaining extent of Portion 12					
1062	8	40283	1062	8	40283
Restitution of the Land Rights Act (22/1994) as amended :Various property .					
1063	11	40283	1063	11	40283
Restitution of Land Rights Act (22/1994) as amended :The remaining extent of Portion 12					
1064	13	40283	1064	13	40283
Restitution of Land Rights Act (22/1994) as amended :Portion 4					
1065	15	40283	1065	15	40283
Restitution of Land Rights Act (22/1994) as amended :Portions 10 and 11					
South African Revenue Service			Suid-Afrikaanse Inkomstediens		
1001	52	40262	1001	77	40262
Income Tax Act, 1962 :Convention between the Republic of South Africa and the Republic of Chile for the avoidance of double taxation and the prevent of fiscal evasion with respect to taxes on income and on capital					
R.1059	4	40282	R.1059	5	40282
Customs and Excise Act, 1964 :Amendment of Schedule No. 1 (No. 1/1/1548).....					
Trade and Industry, Department of			Handel en Nywerheid, Departement van		
1002	102	40262	1002	102	40262
Co-operatives Act, 2005 :Co-operatives to be removed from the register.....					

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
1003	103	40262	1003	103	40262
Co-operatives Act, 2005 :Co-operatives that have been removed from the register			Co-operatives Act, 2005 :Co-operatives that have been removed from the register		
1004	104	40262	1004	104	40262
Co-Operatives Act, 2005 :Co-Operatives that have been Removed from the Register			Co-Operatives Act, 2005 :Co-Operatives that have been Removed from the Register		
1053	162	40279	1053	162	40279
Co-operatives Act, 2005 :Co-operatives that have been removed from the register			Co-operatives Act, 2005 :Co-operatives that have been removed from the register		
1054	163	40279	1054	163	40279
Special Economic Zones Act (16/2014) :Notice of Amendment to the East London Industrial Development Zone for the purpose of the tax incentives			Special Economic Zones Act (16/2014) :Notice of Amendment to the East London Industrial Development Zone for the purpose of the tax incentives		
1055	168	40279	1055	168	40279
Co-operatives Act, 2005 :Co-operatives that have been removed from the register			Co-operatives Act, 2005 :Co-operatives that have been removed from the register		

Transport, Department of

1008	4	40267
South African National Roads Agency Limited and National Roads Act (7/1998) :Declaration amendment of National Road N2 Section 8–De-declaration of a section as National Road: National Road N2 section 8: Swartvlei–Blaauw Krantz River.....		
1009	6	40267
South African National Roads Agency Limited and National Roads Act (7/1998) :Declaration of existing Provincial Road – P166 – Sections 1 and 2 as National Road R40 Section 2X – District of Nelspruit, in the Province of Mpumalanga: National Road R40 Section 2X: Maggiesdal – N4 Section 7.....		

Water and Sanitation, Department of

1056	169	40279
National Water Act (36/1998) :New nine (9) water management areas of South Africa.....		
1057	173	40279
National Water Act of 1998 :Breede-Gouritz and Berg-Olifants Water Management Areas limiting the use of water for urban, irrigation and industrial (including mining) purpose in the catchment areas of the dams supplying the Western Cape Water Supply System and from the system.....		
1066	4	40284
National Water Act, 1998 :Limiting the use of water in terms of item 6 of Schedule 3 of the Act.....		

GENERAL NOTICE**Economic Development Department**

556	105	40262
Competition Act (89/1998), as amended :Notification of complaint referral: Anthony Martin, Betsa Close Corporation, Keith Ho Racing (Pty) Ltd, Fonda Ralph Alfredo Nereo, Funnel Heathe, Ghillino Corissa, Lines Clinton, Playbet (Pty) Ltd, Ricky Sin Racing (Pty) Ltd, Sepels Best Bets Close Corporation, Steyl Gavin, Symons Desmond and Gauteng Off-Course Bookmakers' Association against Phumelela Gaming and Leisure Limited, Gold Circle (Pty) Ltd, Kenilworth Racing (Pty) Ltd, Tellytrack and Gauteng Gambling Board		
557	105	40262
Competition Act (89/1998), as amended :Notification of complaint referral: Global Coffee Exports Ltd and Secret River Trading CC t/a Caffeflux		

Vervoer, Departement van

1008	5	40267
Wet op Suid-Afrikaanse Nasionale Pad-agentskap Beperk en Nasionale Paaie (7/1998) :Verklaring wysiging van Nasionale Pad N2 Seksie 8–Afverklaring van 'n gedeelte as Nasionale Pad: Nasionale Pad N2 Seksie 8:Swartvlei–Blaauw Krantz River		
1009	7	40267
Wet op Suid-Afrikaanse Nasionale Pad-agentskap Beperk en Nasionale Paaie (7/1998) :Verklaring van bestaande Provinsiale Pad – P166 Seksies 1 en 2 as Nasionale Pad R40 Seksie 2X – Distrik van Nelspruit, in die provinsie van Mpumalanga: Nasionale Pad R40 Seksie 2X: Maggiesdal – N4 Seksie 7		

Water en Sanitasie, Departement van

1056	169	40279
National Water Act (36/1998) :New nine (9) water management areas of South Africa.....		
1057	173	40279
National Water Act of 1998 :Breede-Gouritz and Berg-Olifants Water Management Areas limiting the use of water for urban, irrigation and industrial (including mining) purpose in the catchment areas of the dams supplying the Western Cape Water Supply System and from the system.....		
1066	4	40284
National Water Act, 1998 :Limiting the use of water in terms of item 6 of Schedule 3 of the Act.....		

ALGEMENE KENNISGEWINGS**Ekonomiese Ontwikkeling Departement**

556	105	40262
Competition Act (89/1998), as amended :Notification of complaint referral: Anthony Martin, Betsa Close Corporation, Keith Ho Racing (Pty) Ltd, Fonda Ralph Alfredo Nereo, Funnel Heathe, Ghillino Corissa, Lines Clinton, Playbet (Pty) Ltd, Ricky Sin Racing (Pty) Ltd, Sepels Best Bets Close Corporation, Steyl Gavin, Symons Desmond and Gauteng Off-Course Bookmakers' Association against Phumelela Gaming and Leisure Limited, Gold Circle (Pty) Ltd, Kenilworth Racing (Pty) Ltd, Tellytrack and Gauteng Gambling Board		
557	105	40262
Competition Act (89/1998), as amended :Notification of complaint referral: Global Coffee Exports Ltd and Secret River Trading CC t/a Caffeflux		

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
558	106	40262	558	106	40262
Competititon Tribunal :Notification of decision to approve merger: Between Rosewild Trade and Invest (Pty) Ltd and Chlor-Alkali Holdings (Pty) Ltd.....					
559	106	40262	559	106	40262
Competition Tribunal :Notification of complaint referral against Natal Witness Publishing and Printing Company Limited and Caxton and CTP Publishers and Printers Ltd.....					
560	106	40262	560	106	40262
Competition Act (89/1998), as amended :Notification of complaint referral: Hudaco Trading (Pty) Ltd and Fermel (Pty) Ltd					
561	107	40262	561	107	40262
Competititon Tribunal :Notification of complaint referral against Lennings Dec Rail Services (Pty) Ltd, Plasser Railway Machinery (SA) (Pty) Ltd and Railway Mechanised Maintenance Company (Pty) Ltd ..					
562	107	40262	562	107	40262
Competition Act (89/1998), as amended :Today's Destiny Trading and Project 81 CC and Raite Security Services and Consulting CC					
563	107	40262	563	107	40262
Competititon Tribunal :Notification of complaint referral against Eye Way Trading (Pty) Ltd and Seardel Group Trading (Pty) Ltd, t/a Berg River Textiles					
564	108	40262	564	108	40262
Competition Tribunal :Notification of decision to approve merger: Rebohis Property Fund Limited and Billion Group Proprietary Limited in respect of Billion Property Developments Proprietary Limited, Bay West Proprietary Limited, Billion Asset Managers Proprietary Limited and Billion Property Services Proprietary Limited.....					
565	108	40262	565	108	40262
Competititon Tribunal :Notification of decision to approve merger between Billion Property Group Proprietary Limited and Bay West City Proprietary Limited					
566	108	40262	566	108	40262
Competition Tribunal :Notification of decision to approve merger: The Bidvest Group Limited and Brandcorp Holdings Proprietary Limited.....					
567	109	40262	567	109	40262
Competititon Tribunal :Notification of decision to approve merger between Zico Capital Two Proprietary Limited and Goldrush Group Proprietary Limited.....					
568	109	40262	568	109	40262
Competition Tribunal :Notification of decision to approve merger: Fruit and Veg City Proprietary Limited and The Butchery business owned by various Glen Aire Close Corporations.....					
569	109	40262	569	109	40262
Competititon Tribunal :Notification of decision to approve merger between Bonitas Medical Fund and Liberty Medical Scheme					
570	110	40262	570	110	40262
Competition Tribunal :Notification of decision to approve merger: African Rainbow Capital (Pty) Ltd and ooba (Pty) Ltd					
571	110	40262	571	110	40262
Competititon Tribunal :Notification of decision to approve merger between AFGRI Equipment Proprietary Limited and Agrico Proprietary Limited.....					

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
572	110	40262	572	110	40262
Competition Tribunal :Notification of decision to approve merger: Investment Solutions Holdings Limited and Caveo Fund Solutions Proprietary Limited.....			Competition Tribunal :Notification of decision to approve merger: Investment Solutions Holdings Limited and Caveo Fund Solutions Proprietary Limited.....		
573	111	40262	573	111	40262
Competition Tribunal :Notification of decision to approve merger between Mendo Properties Proprietary Limited and Vukile Property Fund Limited			Competition Tribunal :Notification of decision to approve merger between Mendo Properties Proprietary Limited and Vukile Property Fund Limited		
574	111	40262	574	111	40262
Competition Tribunal :Notification of decision to approve merger: Southern Sun Hotels (Pty) Ltd and Hospitality Property Fund Limited.....			Competition Tribunal :Notification of decision to approve merger: Southern Sun Hotels (Pty) Ltd and Hospitality Property Fund Limited.....		
575	111	40262	575	111	40262
Competition Tribunal :Notification of decision to approve merger between Ferro South Africa (Pty) Ltd and Revertex South Africa (Pty) Ltd.....			Competition Tribunal :Notification of decision to approve merger between Ferro South Africa (Pty) Ltd and Revertex South Africa (Pty) Ltd.....		
576	112	40262	576	112	40262
Competition Tribunal :Notification of decision to approve merger: Accelerate Property Fund Limited and Laritza Investments No 183 Proprietary Limited in relation to Eden Meander Lifestyle Centre			Competition Tribunal :Notification of decision to approve merger: Accelerate Property Fund Limited and Laritza Investments No 183 Proprietary Limited in relation to Eden Meander Lifestyle Centre		
577	112	40262	577	112	40262
Competition Act (89/1998), as amended :Notice of complaint referral: The Competition Commission against Eye Way Trading (Pty) Ltd and Seardel Group Trading (Pty) Ltd, t/a berg River Textiles			Competition Act (89/1998), as amended :Notice of complaint referral: The Competition Commission against Eye Way Trading (Pty) Ltd and Seardel Group Trading (Pty) Ltd, t/a berg River Textiles		
Energy, Department of			Energie, Departement van		
587	4	40273	587	4	40273
National Energy Regulator Act (40/2004) :Invitation for public comments on the revision of the Multi Year Price Determination (MYPD) methodology			National Energy Regulator Act (40/2004) :Invitation for public comments on the revision of the Multi Year Price Determination (MYPD) methodology		
Environmental Affairs, Department of			Omgewingsake, Departement van		
585	4	40269	585	4	40269
Inventory to the United Nations Framework Convention on Climate Change (UNFCCC) :Draft Biennial Update Report-2 and Draft 5TGH National Greenhouse Gas Inventory Report for the Republic of South Africa: For public comment.....			Inventory to the United Nations Framework Convention on Climate Change (UNFCCC) :Draft Biennial Update Report-2 and Draft 5TGH National Greenhouse Gas Inventory Report for the Republic of South Africa: For public comment.....		
Home Affairs, Department of			Binnelandse Sake, Departement van		
602	4	40287	602	4	40287
Immigration Act (13/2002) :Publication of the Draft First Amendment of the Immigration Regulations, 2014 made under the Immigration Act.....			Immigration Act (13/2002) :Publication of the Draft First Amendment of the Immigration Regulations, 2014 made under the Immigration Act.....		
Independent Communications Authority of South Africa			Onafhanklike Kommunikasie-owerheid van Suid-Afrika		
583	4	40264	583	4	40264
Electronic Communications Act (36/2005) :Invitation fo apply for a radio frequency spectrum licence.....			Electronic Communications Act (36/2005) :Invitation fo apply for a radio frequency spectrum licence.....		
584	4	40268	584	4	40268
Independent Communications Authority of South Africa :General Notice – Compliance: Broadcasting Service (“BS”), Electronic Communications Services (“ECS”), Electronic Communications Network Services (“ECNS”) and Postal Services Licensees			Independent Communications Authority of South Africa :General Notice – Compliance: Broadcasting Service (“BS”), Electronic Communications Services (“ECS”), Electronic Communications Network Services (“ECNS”) and Postal Services Licensees		
589	174	40279	589	174	40279
Electronic Communications Act (36/2005) :Application for amendment of Individual Commercial Sound Broadcasting Service licence by Central Media Group (Pty) Ltd.			Electronic Communications Act (36/2005) :Application for amendment of Individual Commercial Sound Broadcasting Service licence by Central Media Group (Pty) Ltd.		

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
Justice and Constitutional Development, Department of			Justisie en Staatkundige Ontwikkeling, Departement van		
588 Judicial Matters Amendment Bill, 2016 :Publication of Explanatory Summary.....	4	40274	588 Wysigingswetsontwerp op Geregte Aangeleenthede, 2016 :Publikasie van Verduidelikende Opsomming.....	6	40274
Non-Governmental Organization			Nie-Regeringsorganisasie		
590 National Nuclear Regulatory Act (47/1999) :Notice of application for a nuclear installation site licence in terms of Government Notice No. R927 of 11 November 2011, Regulations in terms of section 36, read with section 47 of the Act.....	175	40279	590 Wet op die Nasionale Kernreguleerder (47/1999) :Kennisgewing van aansoek om 'n kerninstallasieterreinlisensie ingevolge regeringskennisgewing R. 927 van 11 November 2011, regulasies ingevolge artikel 36, gelees saam met artikel 47	176	40279
Rural Development and Land Reform, Department of			Landelike Ontwikkeling en Grondhervorming, Departement van		
578 Restitution of Land Rights Act (22/1994) as amended :Erf 48671, Newlands	113	40262	578 Restitution of Land Rights Act (22/1994) as amended :Erf 48671, Newlands	113	40262
579 Restitution of Land Rights Act (22/1994) as amended :Erf 48650, Newlands	114	40262	579 Restitution of Land Rights Act (22/1994) as amended :Erf 48650, Newlands	114	40262
580 Restitution of Land Rights Act (22/1994) :Erf 59665, Lansdowne.....	115	40262	580 Restitution of Land Rights Act (22/1994) :Erf 59665, Lansdowne.....	115	40262
591 Restitution of Land Rights Act (22/1994) as amended :The remaining extent of the Farm 366 IT	178	40279	591 Restitution of Land Rights Act (22/1994) as amended :The remaining extent of the Farm 366 IT	178	40279
592 Restitution of Land Rights Act (22/1994) as amended :Erf 21925, Kensington, City of Cape Town.....	180	40279	592 Restitution of Land Rights Act (22/1994) as amended :Erf 21925, Kensington, City of Cape Town.....	180	40279
593 Restitution of Land Rights Act (22/1994) :Erf 3584, Kraaifontein, City of Cape Town	181	40279	593 Restitution of Land Rights Act (22/1994) :Erf 3584, Kraaifontein, City of Cape Town	181	40279
594 Regional Land Claims Commissioner: Western Cape :Request for proposals.....	182	40279	594 Regional Land Claims Commissioner: Western Cape :Request for proposals.....	182	40279
595 Restitution of Land Rights Act (22/1994) as amended :Various properties, Umjindi Local Municipality, Ehlanzeni Sibande District in the Mpumalanga Province	183	40279	595 Restitution of Land Rights Act (22/1994) as amended :Various properties, Umjindi Local Municipality, Ehlanzeni Sibande District in the Mpumalanga Province	183	40279
596 Restitution of Land Rights Act (22/1994) :Erven (24546-24553) Portion of Erf 22830.....	189	40279	596 Restitution of Land Rights Act (22/1994) :Erven (24546-24553) Portion of Erf 22830.....	189	40279
597 Restitution of Land Rights Act (22/1994) :Portion 17 of Farm 291 in Grabouw.....	190	40279	597 Restitution of Land Rights Act (22/1994) :Portion 17 of Farm 291 in Grabouw.....	190	40279
598 Restitution of Land Rights Act (22/1994) as amended :Portion 17 of Farm 291 in Grabouw	191	40279	598 Restitution of Land Rights Act (22/1994) as amended :Portion 17 of Farm 291 in Grabouw	191	40279
Trade and Industry, Department of			Handel en Nywerheid, Departement van		
581 Intellectual Property Consultative Framework 2016 :Invitation for the public to comment on the Act.....	116	40262	581 Intellectual Property Consultative Framework 2016 :Invitation for the public to comment on the Act.....	116	40262
599 Companies and Intellectual Property Commission :Notice to Service Providers: Request for Information (RFI) for E-filing Solution using XBRL (CIPC RFI No: 001/2016/2017)	4	40281	599 Companies and Intellectual Property Commission :Notice to Service Providers: Request for Information (RFI) for E-filing Solution using XBRL (CIPC RFI No: 001/2016/2017)	4	40281
600 Companies and Intellectual Property Commission :Request for information (RFI) for e-filing solution using XBRL (CIPC RFI No: 001/2016/2017)	5	40281	600 Companies and Intellectual Property Commission :Request for information (RFI) for e-filing solution using XBRL (CIPC RFI No: 001/2016/2017)	5	40281
601 Companies Act (61/1973) :Denel (Pty) Ltd B-BBEE Facilitator Status.....	4	40285	601 Companies Act (61/1973) :Denel (Pty) Ltd B-BBEE Facilitator Status.....	4	40285

No.	Page No.	Gazette No.	No.	Page No.	Gazette No.
Transport, Department of			Vervoer, Departement van		
582	136	40262	582	136	40262
Air Service Licensing Act (115/1990) :Application for the Grant or Amendment of Domestic Air Service Licence.....			Air Service Licensing Act (115/1990) :Application for the Grant or Amendment of Domestic Air Service Licence.....		
586	4	40271	586	4	40271
International Air Regulations, 1994 :Grant/Amendment of International Air Service License.....			International Air Regulations, 1994 :Grant/Amendment of International Air Service License.....		
BOARD NOTICE			RAADSKENNISGEWINGS		
153	137	40262	153	137	40262
Auditing Profession Act (26/2005) :Proposed Amendments to the Code of Professional Conduct for Registered Auditors			Auditing Profession Act (26/2005) :Proposed Amendments to the Code of Professional Conduct for Registered Auditors		
154	192	40279	154	192	40279
Engineering Profession Act (46/2000) :Before the Disciplinary Tribunal of the Engineering Council of South Africa held at Cape Town on 22 July 2016 between ECSA and D I W Pause PR Eng 702769..			Engineering Profession Act (46/2000) :Before the Disciplinary Tribunal of the Engineering Council of South Africa held at Cape Town on 22 July 2016 between ECSA and D I W Pause PR Eng 702769..		
155	193	40279	155	193	40279
Engineering Profession Act (46/2000) :Before the Disciplinary Tribunal of the Engineering Council of South Africa held at Durban on 20 June 2016 between ECSA and M R Sydney PR Eng 8870024.....			Engineering Profession Act (46/2000) :Before the Disciplinary Tribunal of the Engineering Council of South Africa held at Durban on 20 June 2016 between ECSA and M R Sydney PR Eng 8870024.....		
156	194	40279	156	194	40279
Engineering Profession Act, 46 of 2000 :Registered engineers found guilty of improper conduct by a Disciplinary Tribunal.			Engineering Profession Act, 46 of 2000 :Registered engineers found guilty of improper conduct by a Disciplinary Tribunal.		
157	195	40279	157	195	40279
Engineering Profession Act (46/2000) :Before the Disciplinary Tribunal of the Engineering Council of South Africa held at Cape Town on 6 June 2016 between ECSA and B C B Greyling PR Eng 691026.....			Engineering Profession Act (46/2000) :Before the Disciplinary Tribunal of the Engineering Council of South Africa held at Cape Town on 6 June 2016 between ECSA and B C B Greyling PR Eng 691026.....		

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Contents

<i>No.</i>		<i>Gazette No.</i>	<i>Page No.</i>
GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS			
Agriculture, Department of/ Landbou, Departement van			
1069	Wet op die Bevordering van Toegang tot Inligting (2/2000): Departement van Landelike, Omgewings- en Landbou-ontwikkeling	40293	22
Agriculture, Forestry and Fisheries, Department of/ Landbou, Bosbou en Visserye, Departement van			
1070	Agricultural Product Standards Act (119/1990): Proposed publication of regulations relating to the protection of geographical indications used on agricultural products intended for sale in the republic of South Africa: Second round of invitation for comments	40293	117
1071	Agricultural Product Standards Act (119/1990): Standards and requirements regarding control of the export of sorghum: Amendment	40293	118
1072	Agricultural Product Standards Act (119/1990): Standards and Requirements Regarding Control of the Export Wheat: Amendment	40293	119
Co-operative Governance and Traditional Affairs, Department of/ Samewerkende Regering en Tradisionele Sake, Departement van			
1073	Local Government: Municipal Systems Act (32/2000): Draft Local Government: Guidelines for the implementation of the Municipal Staff Regulations	40293	120
1074	Local Government: Municipal Systems Act (32/2000): Draft Local Government: Municipal Staff Regulations: For public comment	40293	196
Health, Department of/ Gesondheid, Departement van			
1075	Hazardous Substances Act (15/1973): Group I, Category B, Hazardous Substances: Declaration	40293	798
Home Affairs, Department of/ Binnelandse Sake, Departement van			
1076	Births and Deaths Registration Act (51/1992): Alteration of surnames in terms of section 26	40293	800
1077	Births and Deaths Registration Act (51/1992): Alteration of forenames in terms of section 24	40293	818
Justice and Constitutional Development, Department of/ Justisie en Staatkundige Ontwikkeling, Departement van			
1078	Promotion of Access to Information (2/2000): Description in terms of section 15(1): KwaZulu-Natal Provincial Government: Department of Co-operative Governance and Traditional Affairs	40293	825
1079	Promotion of Access to Information (2/2000): Description in terms of section 15(1): Mpumalanga Provincial Government: Department of Health	40293	828
1080	Promotion of Access to Information (2/2000): Description in terms of section 15(1): Eastern Cape Provincial Government: Office of the Premier	40293	831
Public Service and Administration, Department of/ Staatsdiens en Administrasie, Departement van			
1081	Official Languages Act, 2012: Draft Language Policy of the Department of Public Service and Administration: Invitation for public comment	40293	834
Rural Development and Land Reform, Department of/ Landelike Ontwikkeling en Grondhervorming, Departement van			
1082	Restitution of Land Rights Act (22/1994) as amended: Farm Onschuld 568 LR (now known as Mozambique 551 LR) and Farm Star 567 LR, located in the Lephalale Local Municipality, Waterberg District, Limpopo	40293	835
1083	Restitution of Land Rights Act (22/1994): Various properties	40293	837
1084	Labour Tenants Act (3/1996): Portion 5, of Tweefontein 541 JR	40293	842
1085	Land Reform (Labour Tenants) Act (3/1996): Almansnek No. 114	40293	843
1086	Land Reform (Labour Tenants) Act (3/1996): Bortazuur (Potter Hill)	40293	844
1087	Land Reform (Labour Tenants) Act (3/1996): Botha's Nek No. 8786	40293	845
1088	Land Reform (Labour Tenants) Act (3/1996): Botha's Farm	40293	846
1089	Land Reform (Labour Tenants) Act (3/1996): Bununu	40293	847
1090	Land Reform (Labour Tenants) Act (3/1996): Buffelshoek	40293	848
1091	Land Reform (Labour Tenants) Act (3/1996): Coetzenburg	40293	849
1092	Land Reform (Labour Tenants) Act (3/1996): D Collyer	40293	850
1093	Land Reform (Labour Tenants) Act (3/1996): Application for the acquisition of land: Doornpoort	40293	851
1094	Land Reform (Labour Tenants) Act (3/1996): Application for the acquisition of land: Buffalo River	40293	852
1095	Land Reform (Labour Tenants) Act (3/1996): Blackmoor	40293	853
1096	Land Reform (Labour Tenants) Act (3/1996): Angola Hill	40293	854
1097	Land Reform (Labour Tenants) Act (3/1996): Various properties	40293	855

1098	Land Reform (Labour Tenants) Act (3/1996): Grasbult, Amajuba, KwaZulu-Natal	40293	856
1099	Land Reform (Labour Tenants) Act (3/1996): Clontaff West No. 7350.....	40293	857
1100	Land Reform (Labour Tenants) Act (3/1996): Altemooi No. 17091, Amajuba, KwaZulu-Natal.....	40293	859
1101	Land Reform (Labour Tenants) Act (3/1996): Cecilia	40293	860
1102	Land Reform (Labour Tenants) Act (3/1996): Portion 5 of Redmain No. 14492, Amajuba, KwaZulu-Natal.....	40293	861
1103	Land Reform (Labour Tenants) Act (3/1996): Brakhoek 16985	40293	862
1104	Land Reform (Labour Tenants) Act (3/1996): Andreas, Amajuba, KwaZulu-Natal.....	40293	863
1105	Land Reform (Labour Tenants) Act (3/1996): Portion 29 of the Farm Klopeiland 524 JR	40293	864
1106	Land Reform (Labour Tenants) Act (3/1996): Marshland, Zululand, KwaZulu-Natal	40293	866
1107	Land Reform (Labour Tenants) Act (3/1996): Leeuwnek No. 51	40293	867
1108	Land Reform (Labour Tenants) Act (3/1996): Langkrans No: 833, Zululand, KwaZulu-Natal.....	40293	868
1109	Land Reform (Labour Tenants) Act (3/1996): Koppie Alleen, Zululand, KwaZulu-Natal	40293	869
1110	Land Reform (Labour Tenants) Act (3/1996): Portion 4 of Tweefontein 541 JR.....	40293	870
1111	Land Reform (Labour Tenants) Act (3/1996): King Holme.....	40293	871
1112	Land Reform (Labour Tenants) Act (3/1996): Heeltevreden, Zululand, KwaZulu-Natal.....	40293	872
1113	Land Reform (Labour Tenants) Act (3/1996): Portion 23 of the Farm Maanharand, Doornhoek 392 JQ.....	40293	873
1114	Land Reform (Labour Tenants) Act (3/1996): Sleutpoort, Amajuba, KwaZulu-Natal	40293	874
1115	Land Reform (Labour Tenants) Act (3/1996): Reserve.....	40293	875
1116	Land Reform (Labour Tenants) Act (3/1996): Ngagane Ford, Amajuba, KwaZulu-Natal	40293	876
1117	Land Reform (Labour Tenants) Act (3/1996): Portion 32 of Farm Witkop 330 IR, Sedibeng.....	40293	877
1118	Land Reform (Labour Tenants) Act (3/1996): Portion 1 of Brack Hoek No. 2271, Amajuba, KwaZulu-Natal.....	40293	878
1119	Land Reform (Labour Tenants) Act (3/1996): Mooiplaats (Portion 1, the remaining extent of Portion 6 & Portions 7, 8 and 10 of Mooiplaats No. 2163)	40293	879
1120	Land Reform (Labour Tenants) Act (3/1996): Portion 80 of the Farm Steenkoppie 153 IQ, West Rand	40293	880
1121	Land Reform (Labour Tenants) Act (3/1996): Doornhoek 3330	40293	882
1122	Land Reform (Labour Tenants) Act (3/1996): Portion 81 of the Farm Steenkoppie 153 IQ.....	40293	883
1123	Land Reform (Labour Tenants) Act (3/1996): Middelin (Portions 1, 2, 3, 5 and the Remaining Extent of Portion 4 of Middelin No. 4311), Amajuba, KwaZulu-Natal	40293	884
1124	Land Reform (Labour Tenants) Act (3/1996): Afgesnij No. 5, Zululand, KwaZulu-Natal	40293	885
1125	Land Reform (Labour Tenants) Act (3/1996): Brakslout	40293	886
1126	Land Reform (Labour Tenants) Act (3/1996): Mattandu, Amajuba, KwaZulu-Natal	40293	887
1127	Land Reform (Labour Tenants) Act (3/1996): Majuba Forest	40293	888
1128	Land Reform (Labour Tenants) Act (3/1996): Leyden	40293	890
1129	Land Reform (Labour Tenants) Act (3/1996): Leokop	40293	891
1130	Land Reform (Labour Tenants) Act (3/1996): Leokop	40293	892
1131	Land Reform (Labour Tenants) Act (3/1996): Kendal	40293	893
1132	Land Reform (Labour Tenants) Act (3/1996): Kalkrans	40293	894
1133	Land Reform (Labour Tenants) Act (3/1996): Kalbasfontein (Rondavel 401), Amajuba, KwaZulu-Natal	40293	895
1134	Land Reform (Labour Tenants) Act (3/1996): Jackhalsdraai (Portions 6 & 7 of Jackhalsdraai No, 299)	40293	898
1135	Land Reform (Labour Tenants) Act (3/1996): Haig Farm, Amajuba, KwaZulu-Natal	40293	899
1136	Land Reform (Labour Tenants) Act (3/1996): Haartebeet Bult 9197	40293	900
1137	Land Reform (Labour Tenants) Act (3/1996): Frantzhoeek (the remaining extent of Portion 1 of Frantzhoeek No. 8800).....	40293	901
1138	Land Reform (Labour Tenants) Act (3/1996): Fonderfontein, Amajuba, KwaZulu-Natal	40293	902
1139	Land Reform (Labour Tenants) Act (3/1996): Doornkop.....	40293	903
1140	Land Reform (Labour Tenants) Act (3/1996): Camelot No. 8801	40293	904
1141	Land Reform (Labour Tenants) Act (3/1996): Deelspruit, Zululand, KwaZulu-Natal.....	40293	905
South African Revenue Service/ Suid-Afrikaanse Inkomstediens			
1142	Rates and Monetary Amounts and Amendment of Revenue Laws (Administration) Bill, 2016.; Publication of explanatory summary	40293	906

GENERAL NOTICES • ALGEMENE KENNISGEWINGS

Independent Communications Authority of South Africa/ Onafhanklike Kommunikasie-owerheid van Suid-Afrika

604	Electronic Communications Act (36/2005): Application for amendment of radio frequency spectrum licence by Capricorn FM (Pty) Ltd	40293	907
605	Independent Communications Authority of South Africa: Expiry of Individual Electronic Communications Network Services Licences (I-ECNS) and Individual Electronic Communications Service Licence (I-ECS) issued to Mystic Blue Trading 55 (Pty) Ltd and Sundial Telecom (Pty) Ltd.....	40293	909

Public Works, Department of/ Openbare Werke, Departement van

606	Construction Industry Development Regulations, 2004: Findings and Sanctions of the Investigating Committee....	40293	911
-----	--	-------	-----

Rural Development and Land Reform, Department of/ Landelike Ontwikkeling en Grondhervorming, Departement van

607	Restitution of Land Rights Act (22/1994): Remainder of the farm Bosch Hoek No. 18212 and Portion 2 of the Farm Bosch Hoek No. 18212	40293	942
608	Restitution of Land Rights Act (22/1994): Remainder of Lot 659, Ladysmith.....	40293	943

609	Restitution of Land Rights Act (22/1994): Lots 6742 and 6743, Pinetown	40293	944
610	Restitution of Land Rights Act (22/1994): The Farm Welverdiend No. 610.....	40293	945
611	Restitution of Land Rights Act (22/1994): Remainder of the Farm Bosch Hoek No. 18212 and Portion 2 of the Farm Bosch Hoek No. 18212	40293	946
612	Restitution of Land Rights Act (22/1994): Lot 13, Block R of the Townlands of Durban No. 1737	40293	947
613	Restitution of Land Rights Act (22/1994): Lot 1 Motala Farm Pinetown	40293	948
Trade and Industry, Department of/ Handel en Nywerheid, Departement van			
614	International Trade Administration Commission: Customs Tariff applications: List 08/2016.....	40293	949
615	Broad-Based Black Economic Empowerment Act, 2003 as amended: Determination of the address of the Broad-based black economic empowerment commission (B-BBEE Commission)	40293	951
Transport, Department of/ Vervoer, Departement van			
616	Air Service Licensing Act (115/1990): Application for the Grant or Amendment of Domestic Air Service Licence ...	40293	952
617	International Air Service Act (60/1993): Grant/amendment of international air service license	40293	953

BOARD NOTICES • RAADSKENNISGEWINGS

158	Road Accident Fund Act, 1996 (56/1996): Road Accident Fund Regulations, 2008	40293	954
159	Financial Markets Act, 2012: Amendments to the JSE Listing Requirements	40293	955
160	Financial Markets Act (19/2012): Amendments to the JSE Debt Listings Requirements.....	40293	956
161	Financial Markets Act (19/2012): Proposed amendments to the JSE Equities Rules: Publication for comment.....	40293	957

IMPORTANT ANNOUNCEMENT

Closing times **PRIOR TO PUBLIC HOLIDAYS** *for*
**GOVERNMENT NOTICES, GENERAL NOTICES,
 REGULATION NOTICES AND PROCLAMATIONS** **2016**

The closing time is 15:00 sharp on the following days:

- 16 March, Wednesday for the issue of Thursday 24 March 2016
- 23 March, Wednesday for the issue of Friday 1 April 2016
- 21 April, Thursday for the issue of Friday 29 April 2016
- 28 April, Thursday for the issue of Friday 6 May 2016
- 9 June, Thursday for the issue of Friday 17 June 2016
- 4 August, Thursday for the issue of Friday 12 August 2016
- 8 December, Thursday for the issue of Thursday 15 December 2016
- 22 December, Thursday for the issue of Friday 30 December 2016
- 29 December, Thursday for the issue of Friday 6 January 2017

BELANGRIKE AANKONDIGING

Sluitingstye **VOOR VAKANSIEDAE** *vir*
**GOEWERMENTS-, ALGEMENE- & REGULASIE-
 KENNISGEWINGS ASOOK PROKLAMASIES** **2016**

Die sluitingstyd is stiptelik 15:00 op die volgende dae:

- 16 Maart, Woensdag vir die uitgawe van Donderdag 24 April 2016
- 23 Maart, Woensdag vir die uitgawe van Vrydag 1 April 2016
- 21 April, Donderdag vir die uitgawe van Vrydag 29 April 2016
- 28 April, Donderdag vir die uitgawe van Vrydag 6 Mei 2016
- 9 Junie, Donderdag vir die uitgawe van Vrydag 17 Junie 2016
- 4 Augustus, Donderdag vir die uitgawe van Vrydag 12 Augustus 2016
- 8 Desember, Donderdag vir die uitgawe van Donderdag 15 Desember 2016
- 22 Desember, Donderdag vir die uitgawe van Vrydag 30 Desember 2016
- 29 Desember, Donderdag vir die uitgawe van Vrydag 6 Januarie 2017

LIST OF TARIFF RATES FOR PUBLICATION OF NOTICES

COMMENCEMENT: 1 APRIL 2016

NATIONAL AND PROVINCIAL

Notice sizes for National, Provincial & Tender gazettes 1/4, 2/4, 3/4, 4/4 per page. Notices submitted will be charged at R1000 per full page, pro-rated based on the above categories.

Pricing for National, Provincial - Variable Priced Notices		
Notice Type	Page Space	New Price (R)
Ordinary National, Provincial	1/4 - Quarter Page	250.00
Ordinary National, Provincial	2/4 - Half Page	500.00
Ordinary National, Provincial	3/4 - Three Quarter Page	750.00
Ordinary National, Provincial	4/4 - Full Page	1000.00

EXTRA-ORDINARY

All Extra-ordinary National and Provincial gazette notices are non-standard notices and attract a variable price based on the number of pages submitted.

The pricing structure for National and Provincial notices which are submitted as **Extra ordinary submissions** will be charged at **R3000** per page.

GOVERNMENT PRINTING WORKS - BUSINESS RULES

The **Government Printing Works (GPW)** has established rules for submitting notices in line with its electronic notice processing system, which requires the use of electronic *Adobe Forms*. Please ensure that you adhere to these guidelines when completing and submitting your notice submission.

CLOSING TIMES FOR ACCEPTANCE OF NOTICES

1. The *Government Gazette* and *Government Tender Bulletin* are weekly publications that are published on Fridays and the closing time for the acceptance of notices is strictly applied according to the scheduled time for each gazette.
2. Please refer to the Submission Notice Deadline schedule in the table below. This schedule is also published online on the Government Printing works website www.gpwnonline.co.za

All re-submissions will be subject to the standard cut-off times.

All notices received after the closing time will be rejected.

Government Gazette Type	Publication Frequency	Publication Date	Submission Deadline	Cancellations Deadline
National Gazette	Weekly	Friday	Friday 15h00 for next Friday	Tuesday, 12h00 - 3 days prior to publication
Regulation Gazette	Weekly	Friday	Friday 15h00, to be published the following Friday	Tuesday, 12h00 - 3 days prior to publication
Petrol Price Gazette	As required	First Wednesday of the month	One week before publication	3 days prior to publication
Road Carrier Permits	Weekly	Friday	Thursday 15h00, to be published the following Friday	3 days prior to publication
Unclaimed Monies (justice, labour or lawyers)	January / As required 2 per year	Any	15 January / As required	3 days prior to publication
Parliament (acts, white paper, green paper)	As required	Any		3 days prior to publication
Manuals	As required	Any	None	None
State of Budget (National Treasury)	Monthly	Any	7 days prior to publication	3 days prior to publication
Legal Gazettes A, B and C	Weekly	Friday	One week before publication	Tuesday, 12h00 - 3 days prior to publication
Tender Bulletin	Weekly	Friday	Friday 15h00 for next Friday	Tuesday, 12h00 - 3 days prior to publication
Gauteng	Weekly	Wednesday	Two weeks before publication	3 days after submission deadline
Eastern Cape	Weekly	Monday	One week before publication	3 days prior to publication
Northern Cape	Weekly	Monday	One week before publication	3 days prior to publication
North West	Weekly	Tuesday	One week before publication	3 days prior to publication
KwaZulu-Natal	Weekly	Thursday	One week before publication	3 days prior to publication
Limpopo	Weekly	Friday	One week before publication	3 days prior to publication
Mpumalanga	Weekly	Friday	One week before publication	3 days prior to publication
Gauteng Liquor License Gazette	Monthly	Wednesday before the First Friday of the month	Two weeks before publication	3 days after submission deadline
Northern Cape Liquor License Gazette	Monthly	First Friday of the month	Two weeks before publication	3 days after submission deadline
National Liquor License Gazette	Monthly	First Friday of the month	Two weeks before publication	3 days after submission deadline
Mpumalanga Liquor License Gazette	2 per month	Second & Fourth Friday	One week before	3 days prior to publication

GOVERNMENT PRINTING WORKS - BUSINESS RULES**NOTICE SUBMISSION PROCESS**

3. Download the latest *Adobe* form, for the relevant notice to be placed, from the **Government Printing Works** website www.gpwonline.co.za.
4. The *Adobe* form needs to be completed electronically using *Adobe Acrobat / Acrobat Reader*. Only electronically completed *Adobe* forms will be accepted. No printed, handwritten and/or scanned *Adobe* forms will be accepted.
5. The completed electronic *Adobe* form has to be submitted via email to submit.egazette@gpw.gov.za. The form needs to be submitted in its original electronic *Adobe* format to enable the system to extract the completed information from the form for placement in the publication.
6. Each notice submission should be sent as a single email. The email should contain **all documentation relating to a particular notice submission**, each as a separate attachment:
 - 6.1. Electronically completed *Adobe* form, specific to the type of notice that is to be placed.
 - 6.1.1. For National *Government Gazette* or *Provincial Gazette* notices, the notices must be accompanied by an electronic Z95 or Z95Prov *Adobe* form
 - 6.1.2. The notice content (body copy) **MUST** be a separate attachment.
 - 6.2. Proof of Payment / Purchase Order: **Government Printing Works** account customer must include a copy of their Purchase Order. **Non-Government Printing Works** account customer needs to submit the proof of payment for the notice
 - 6.3. Where separate notice content is applicable (Z95, Z95 Prov and TForm 3, it should also be attached as a separate attachment. (See specifications below, point 11).
 - 6.4. Any additional notice information if applicable.
7. The electronic *Adobe* form will be taken as the primary source for the notice information to be published. Instructions that are on the email body or covering letter that contradicts the notice form content will not be considered. The information submitted on the electronic *Adobe* form will be published as-is.
8. To avoid duplicated publication of the same notice and double billing, Please submit your notice **ONLY ONCE**.
9. Notices brought to **GPW** by "walk-in" customers on electronic media can only be submitted in *Adobe* electronic form format. All "walk-in" customers with notices that are not on electronic *Adobe* forms will be routed to the Contact Centre where they will be assisted to complete the forms in the required format.
10. Should a customer submit a bulk submission of hard copy notices delivered by a messenger on behalf of any organisation e.g. newspaper publisher, the messenger will be referred back to the sender as the submission does not adhere to the submission rules.

GOVERNMENT PRINTING WORKS - BUSINESS RULES**COPY (SEPARATE NOTICE CONTENT DOCUMENT)**

11. Where the copy is part of a separate attachment document for Z95, Z95Prov and TForm03
 - 11.1. Copy of notices must be supplied in a separate document and may not constitute part of any covering letter, purchase order, proof of payment or other attached documents.

The content document should contain only one notice. (You may include the different translations of the same notice in the same document).
 - 11.2. The notice should be set on an A4 page, with margins and fonts set as follows:

Page size = A4 Portrait with page margins: Top = 40mm, LH/RH = 16mm, Bottom = 40mm;
Use font size: Arial or Helvetica 10pt with 11pt line spacing;

Page size = A4 Landscape with page margins: Top = 16mm, LH/RH = 40mm, Bottom = 16mm;
Use font size: Arial or Helvetica 10pt with 11pt line spacing;

CANCELLATIONS

12. Cancellation of notice submissions are accepted by **GPW** according to the deadlines stated in the table above in point 2. Non-compliance to these deadlines will result in your request being failed. Please pay special attention to the different deadlines for each gazette. Please note that any notices cancelled after the cancellation deadline will be published and charged at full cost.
13. Requests for cancellation must be sent by the original sender of the notice and must be accompanied by the relevant notice reference number (N-) in the email body.

AMENDMENTS TO NOTICES

14. With effect from 01 October 2015, **GPW** will not longer accept amendments to notices. The cancellation process will need to be followed according to the deadline and a new notice submitted thereafter for the next available publication date.

REJECTIONS

15. All notices not meeting the submission rules will be rejected to the customer to be corrected and resubmitted. Assistance will be available through the Contact Centre should help be required when completing the forms. (012-748 6200 or email info.egazette@gpw.gov.za). Reasons for rejections include the following:
 - 15.1. Incorrectly completed forms and notices submitted in the wrong format, will be rejected.
 - 15.2. Any notice submissions not on the correct *Adobe* electronic form, will be rejected.
 - 15.3. Any notice submissions not accompanied by the proof of payment / purchase order will be rejected and the notice will not be processed.
 - 15.4. Any submissions or re-submissions that miss the submission cut-off times will be rejected to the customer. The Notice needs to be re-submitted with a new publication date.

GOVERNMENT PRINTING WORKS - BUSINESS RULES**APPROVAL OF NOTICES**

16. Any notices other than legal notices are subject to the approval of the Government Printer, who may refuse acceptance or further publication of any notice.
17. No amendments will be accepted in respect to separate notice content that was sent with a Z95 or Z95Prov notice submissions. The copy of notice in layout format (previously known as proof-out) is only provided where requested, for Advertiser to see the notice in final Gazette layout. Should they find that the information submitted was incorrect, they should request for a notice cancellation and resubmit the corrected notice, subject to standard submission deadlines. The cancellation is also subject to the stages in the publishing process, i.e. If cancellation is received when production (printing process) has commenced, then the notice cannot be cancelled.

GOVERNMENT PRINTER INDEMNIFIED AGAINST LIABILITY

18. The Government Printer will assume no liability in respect of—
 - 18.1. any delay in the publication of a notice or publication of such notice on any date other than that stipulated by the advertiser;
 - 18.2. erroneous classification of a notice, or the placement of such notice in any section or under any heading other than the section or heading stipulated by the advertiser;
 - 18.3. any editing, revision, omission, typographical errors or errors resulting from faint or indistinct copy.

LIABILITY OF ADVERTISER

19. Advertisers will be held liable for any compensation and costs arising from any action which may be instituted against the Government Printer in consequence of the publication of any notice.

CUSTOMER INQUIRIES

Many of our customers request immediate feedback/confirmation of notice placement in the gazette from our Contact Centre once they have submitted their notice – While **GPW** deems it one of their highest priorities and responsibilities to provide customers with this requested feedback and the best service at all times, we are only able to do so once we have started processing your notice submission.

GPW has a 2-working day turnaround time for processing notices received according to the business rules and deadline submissions.

Please keep this in mind when making inquiries about your notice submission at the Contact Centre.

20. Requests for information, quotations and inquiries must be sent to the Contact Centre **ONLY**.
21. Requests for Quotations (RFQs) should be received by the Contact Centre at least **2 working days** before the submission deadline for that specific publication.

GOVERNMENT PRINTING WORKS - BUSINESS RULES

PAYMENT OF COST

22. The Request for Quotation for placement of the notice should be sent to the Gazette Contact Centre as indicated above, prior to submission of notice for advertising.
23. Payment should then be made, or Purchase Order prepared based on the received quotation, prior to the submission of the notice for advertising as these documents i.e. proof of payment or Purchase order will be required as part of the notice submission, as indicated earlier.
24. Where there is any doubt about the cost of publication of a notice, and in the case of copy, an enquiry, accompanied by the relevant copy, should be addressed to the Gazette Contact Centre, **Government Printing Works**, Private Bag X85, Pretoria, 0001 email: info.egazette@gpw.gov.za before publication.
25. Overpayment resulting from miscalculation on the part of the advertiser of the cost of publication of a notice will not be refunded, unless the advertiser furnishes adequate reasons why such miscalculation occurred. In the event of underpayments, the difference will be recovered from the advertiser, and future notice(s) will not be published until such time as the full cost of such publication has been duly paid in cash or electronic funds transfer into the **Government Printing Works** banking account.
26. In the event of a notice being cancelled, a refund will be made only if no cost regarding the placing of the notice has been incurred by the **Government Printing Works**.
27. The **Government Printing Works** reserves the right to levy an additional charge in cases where notices, the cost of which has been calculated in accordance with the List of Fixed Tariff Rates, are subsequently found to be excessively lengthy or to contain overmuch or complicated tabulation.

PROOF OF PUBLICATION

28. Copies of any of the *Government Gazette* or *Provincial Gazette* can be downloaded from the **Government Printing Works** website www.gpwonline.co.za free of charge, should a proof of publication be required.
29. Printed copies may be ordered from the Publications department at the ruling price. The **Government Printing Works** will assume no liability for any failure to post or for any delay in despatching of such *Government Gazette(s)*.

GOVERNMENT PRINTING WORKS CONTACT INFORMATION

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Pretoria

Postal Address:

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GPW Banking Details:

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Branch Code: 632-005

For Gazette and Notice submissions: Gazette Submissions:

For queries and quotations, contact: Gazette Contact Centre:

E-mail: submit.egazette@gpw.gov.za

E-mail: info.egazette@gpw.gov.za

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GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS

DEPARTEMENT VAN LANDBOU

NO. 1069

23 SEPTEMBER 2016

Ingevolge Artikel 15(1) van die Wet op die Bevordering van Toegang tot Inligting, 2000 (Wet No. 2 van 2000)
read

Department:
**Rural, Environment and Agricultural
 Development**
 North West Provincial Government
REPUBLIC OF SOUTH AFRICA

Departement van Landelike, Omgewings- en Landbou-ontwikkeling
Provinsiale Regering van Noordwes
REPUBLIEK VAN SUID-AFRIKA

Organisasie	Departement van Landelike, Omgewings- en Landbou-ontwikkeling
Program	Sekerheidsdienste
Handleiding	Bevordering van Toegang tot Inligting
Beleidverwysings- nommer	2/6/7
Saamgestel deur	Sekerheidsdienste
Goedgekeur deur	<i>JM Skala</i>
Inwerking- tredingsdatum	<i>1st April 2016.</i>

INHOUDSOPGAWE

1. VOORWOORD	4
2. DOEL MET DIE INLIGTINGSHANDLEIDING:	5
2.1 Hou die volgende in gedagte	5
2.2 Toepaslike standaarde	5
2.3 Die minimumstandaarde	6
3. FUNKSIES VAN DIE DEPARTEMENT VAN LANDELIKE, OMGEWINGS- EN LANDBOU-ONTWIKKELING VAN DIE NOORDWES-PROVINSIE.....	11
3.1 Die Departement	11
3.2 Organisasiestruktuur	13
4. KONTAKBESONDERHEDE OOREENKOMSTIG ARTIKEL 14(1)(b).....	13
5. HANDLEIDING DEUR DIE SUID-AFRIKAANSE MENSEREGTEKOMMISSIE (SAMRK) OOR DIE MANIER WAAROP DIE WET AANGEWEND MOET WORD (ARTIKEL 10 VAN DIE WET)	14
6. DIENSTE WAT DIE DEPARTEMENT AAN DIE PUBLIEK LEWER.....	15
7. TOEGANG TOT REKORDS WAT DEUR DIE DLLO GEHOU WORD (ARTIKEL 14(1)(D)).....	17
7.1 Outomatiese openbaarmakings (artikel 14(1)(e)).....	17
7.2 Lys van outomatiese openbaarmakings wat vryelik vir die publiek beskikbaar is	18
7.3 Prosedures om oor outomatiese openbaarmakings navraag te doen..	20
8. PROSEDURE VIR DIE AANVRA VAN INLIGTING WAT NIE OUTOMATIES VIR DIE PUBLIEK BESKIKBAAR IS NIE	21
8.1 Aanvraprosedure om toegang tot die rekords wat hierbo gelys word, te verkry	21
8.2 Hoe om aansoek te doen om toegang tot inligting	22
8.3 Twee tipes gelde wat ingevolge die Wet betaal moet word, te wete die aanvrageld en die toegangsgeld (artikel 22).....	23
8.4 Oordrag van versoek	25
8.5 Rekords wat nie gevind kan word nie of wat nie bestaan nie	25
8.6 Uitstel van toegang.....	25
8.7 Beslissing oor die versoek en kennisgewing daarvan.....	26
8.8 Verlenging van die tydperk om 'n versoek af te handel.....	26

8.9	Metode van betaling.....	26
9.	REMEDIES WAT BESKIKBAAR IS INDIEN DAAR NIE AAN DIE BEPALINGS VAN HIERDIE WET VOLDOEN WORD NIE [ARTIKEL 14(1)(H)]	27
9.1.	Weiering van versoek en interne appèlle teen beslissings en appèlle na die LUR.....	28
9.2.	Interne appèlprosedure.....	28
9.3.	Aansoeke by die hof	29
10.	HOE OM TOEGANG TOT HIERDIE DIENSTE TE VERKRY EN PROSEDURELE VEREISTES VIR DIE VERSOEK.....	29
11.	BESKIKBAARHEID VAN DIE HANDLEIDING (ARTIKEL 14(3)).....	31
12.	VOORGESKREWE GELDE VIR DIE DEPARTEMENT	31
13.	VOORGESKREWE VORM VIR TOEGANG TOT 'n REKORD VAN DIE DEPARTEMENT	34
	VORM A: VERSOEK OM TOEGANG TOT 'n REKORD VAN DIE DEPARTEMENT.....	34
	VORM B: KENNISGEWING VAN INTERNE APPÈL.....	38
14.	VOORLEGGING VAN VERSLAE AAN DIE SAMRK (ARTIKEL 32 VAN DIE WET)	40
14.1	Veilige bewaring van rekords aangevra en verslae voorgelê ingevolge artikel 32 van die Wet.....	40
14.2	Wanneer moet verslae ingevolge artikel 32 van die Wet aan die SAMRK voorgelê word?.....	41
14.3	Verslae aan die Rekenpligtige Beampte, die Parlement of die Wetgewer.....	41
15.	IMPLEMENTERINGSPROSES VAN DIE HANDLEIDING OOR TOEGANG TOT INLIGTING VAN DIE DEPARTEMENT.....	41
16.	DIE HOU VAN GEREELDE BESTUURSVERGADERINGS OOR VOLDOENING AAN DIE WET ASOOK DIE HANDLEIDING	42
17.	WYSE VAN TOEGANG	42
17.1	Aanwysing van die Adjunkinligtingsbeamptes, en delegering (artikel 17 van die Wet)	42
17.2	Plig om 'n aanvrager by te staan (artikel 19 van die Wet) (hoe om inligting waartoe lede van die publiek toegang verlang, te hanteer). 43	
	BYLAE A: VLOEIKAART – FORMELE VERSOEK OM TOEGANG TOT	

DEPARTEMENTELE INLIGTING.....	45
BYLAE B: VLOEIKAART OOR INTERNE APPÈLPROSES.....	46
18. HERSIENING EN WYSIGING.....	46

1. VOORWOORD

- 1.1 Die Wet op die Bevordering van Toegang tot Inligting, Wet 2 van 2000, gee gevolg aan die grondwetlike reg van toegang tot enige inligting wat deur die Staat gehou word, asook inligting wat deur 'n ander persoon gehou word en wat nodig is vir die uitoefening of beskerming van enige reg.
- 1.2 Hierdie openbare reg is beskikbaar vir die publiek of enige burger van Suid-Afrika, private liggame of individue soos bedoel in artikel 32 van die Grondwet, tot die bevordering en toenemende ingesteldheid op die ontwikkeling van goeie regering.
- 1.3 Die Wet het ten doel om 'n kultuur van deursigtigheid en verantwoordbaarheid by die publiek (burgers en individue) en privaat organisasies te kweek deur gevolg te gee aan die reg van toegang tot inligting en aktief 'n samelewing te bevorder waarin die mense van Suid-Afrika doeltreffende toegang tot inligting het om hulle in staat te stel om hul regte ten volle uit te oefen en te beskerm.
- 1.4 Ingevolge artikel 14 (1) van hierdie Wet moet die "Inligtingsbeampte" van 'n openbare liggaam 'n handleiding in minstens drie amptelike tale opstel ten einde inligting te verskaf oor die onderwerpe en kategorieë rekords wat deur sodanige liggaam gehou word.
- 1.5 Hierdie handleiding is bedoel om aan hierdie vereiste te voldoen en bied 'n oorsig oor rekords wat deur die Departement gehou word asook die prosesse wat gevolg behoort te word om toegang tot bedoelde rekords te verkry.
- 1.6 Alle versoeke om toegang tot inligting (buiten inligting wat vryelik vir die publiek beskikbaar is) moet gerig word aan die Inligtingsbeampte soos in artikel 3 van hierdie handleiding bepaal.

2. DOEL MET DIE INLIGTINGSHANDLEIDING

Die Departement van Landelike, Omgewings- en Landbou-ontwikkeling erken en is verbind tot die vervulling van sy grondwetlike verpligting om:

- a. 'n kultuur van deursigtigheid en verantwoordbaarheid in sy sake te koester deur gevolg te gee aan die reg van toegang tot inligting;
- b. aktief 'n instaatstellende omgewing te bevorder en tot stand te bring waarin versoeke toegang tot inligting tot gevolg sal hê; en
- c. sodanige noodsaaklike maatreëls in plek te stel wat dit so toeganklik as redelik moontlik maak vir persone wat toegang tot sy rekords verlang.

2.1 Hou die volgende in gedagte

- 2.1.1 Die regte van toegang tot enige inligting wat deur die Departement gehou word, kan beperk wees in die mate waarin die beperkings redelik en regverdigbaar is in 'n oop en demokratiese omgewing gegrond op menswaardigheid, gelykheid en vryheid soos beoog in artikel 36 van die Grondwet en ook soos gespesifiseer in deel 2, hoofstuk 4, van die Wet op die Bevordering van Toegang tot Inligting.

2.2 Toepaslike standaarde

- 2.2.1 Die standaardoms krywing wat op hierdie Handleiding oor Toegang tot Inligting van toepassing is, is dat die Departement van Landelike, Omgewings- en Landbou-ontwikkeling die prosedure van die WBTI volg wanneer versoeke om inligting toegestaan word.
- 2.2.2 Die belangrikheid van die standaard is om openheid te bevorder en om vrywillige en verpligte meganismes of prosedures te bepaal wat so redelik as moontlik op 'n vinnige, goedkoop en maklike manier gevolg gee aan die reg van toegang tot inligting, terwyl gestreef word na deursigtigheid, verantwoordbaarheid en doeltreffende bestuur in die openbare sektor.

2.2.3 Tersaaklike wetgewing en beleide wat op hierdie Handleiding oor Toegang tot Inligting van toepassing is, is soos volg:

2.2.3.1 Die Wet op die Bevordering van Toegang tot Inligting, Wet 2 van 2000 (WBTI);

2.2.3.2 Goewermentskennisgewing R 1244;

2.2.3.3 Goewermentskennisgewing R 990;

2.2.3.4 Goewermentskennisgewing R 187; en

2.2.3.5 Goewermentskennisgewing R 223.

2.3 Die minimumstandaarde

2.3.1 Die minimumstandaarde van die Handleiding oor Toegang tot Inligting word in die Wet soos volg voorgeskryf:

2.3.1.1 Verseker dat die Handleiding oor Toegang tot Inligting alle pligte soos in die Wet voorgeskryf, bevat.

2.3.1.2 Verseker dat 'n lys van rekords wat deur die Departement van Landelike, Omgewings- en Landbou-ontwikkeling as 'n openbare liggaam gehou word, in die handleiding opgeneem word.

2.3.1.3 Verseker dat die Handleiding oor Toegang tot Inligting voldoen aan al die vereistes van artikel 14 van die Wet.

2.3.1.4 Verseker dat die Departement ingevolge artikel 15 van die Wet rekords/kennisgewings ten minste een keer per jaar (of jaarliks) outomaties en vrywilliglik uitreik en openbaar maak sonder dat 'n persoon 'n versoek hoef te rig om toegang tot daardie tipes rekords te verkry:

- a) om daardie kategorieë rekords wat in die Handleiding oor Toegang tot Inligting van die Departement en die Rekordbestuursbeleid van die Departement geklassifiseer moet word as beskikbaar vir vrye toegang, aan te dui en in 'n lys op te neem;
- b) om in die Handleiding oor Toegang tot Inligting van die Departement aan te toon wanneer daardie rekords jaarliks outomaties en vrywilliglik deur die Departement uitgereik en openbaar gemaak sal word;
- c) om in die Handleiding oor Toegang tot Inligting van die Departement aan te toon:
- hoe om toegang te verkry;
 - waar om dit te verkry;
 - watter metode gevolg moet word om toegang tot daardie rekords te verkry;
 - die kontakbesonderhede, naam en adres van die betrokke kontakpersoon/beampte by wie daardie rekords verkry kan word, asook watter rekords vryelik vir die publiek toeganklik is sonder dat die nodige prosedurereëlings wat deur die Wet voorgeskryf word, ter sprake hoef te wees;
- d) om die kategorieë rekords wat op versoek vir openbare beskikbaarheid geklassifiseer word soos dit deur die WBTI voorgeskryf word en in die Handleiding oor Toegang tot Inligting van die Departement en die Rekordbestuursbeleid van die Departement gelys word, aan te toon;

e) om die kategorieë rekords wat vanweë 'n beperkingsklousule soos deur die WBTI (hoofstuk 4, artikel 62 tot artikel 70 van die WBTI) voorgeskryf en in die Handleiding oor Toegang tot Inligting van die Departement en die Rekordbestuursbeleid van die Departement aangedui as rekords wat nie vir openbare gebruik geklassifiseer word nie, aan te toon vanweë die regverdige gronde om 'n rekord nie aan 'n persoon wat dit versoek, openbaar te maak nie.

2.3.1.5 Verseker dat die Departement van Landbou en Landelike Ontwikkeling akkurate verslae aan die Menseregtekommissie voorlê (artikel 32 van die WBTI) oor die volgende:

- a) die manier waarop hy inligting wat ingevolge die Handleiding oor Toegang tot Inligting van die Departement aangevra word, hanteer;
- b) die inligting wat aangevra en uitgereik word, moet ten volle voldoen aan die Wet soos vereis ingevolge artikel 32 van die Wet (WBTI);
- c) daar moet verseker word dat toereikende rekords op die Departement se Artikel 32-verslae gehou word soos dit goedgekeur en kwartaaliks en jaarliks aan die SAMRK voorgelê word soos die Wet dit vereis; en
- d) verslae moet gereeld aan die Rekenpligtige Beampte van die Departement, asook die SAMRK, voorgelê word oor die tipiese versoeke wat ontvang word en die algemene tipe versoeke wat uitgereik word, wat te boek gestel word en wat aan die publiek verskaf word om hulle in te lig oor enige tendenspatrone met 'n buitengewone voorkoms.

- 2.3.1.6 Verseker toereikende implementering van die Handleiding oor Toegang tot Inligting van die Departement, soos goedgekeur, deur:
- a) die ontwikkeling van 'n implementeringsplan vir die toereikende implementering van die Handleiding oor Toegang tot Inligting van die Departement; en
 - b) die ontwikkeling van 'n prosesvloei oor die hersiening van die implementeringsplan (wat die opleiding van die inligtingsbeampte, adjunkinligtingsbeampte en tesourier oor die WBTI omvat).
- 2.3.1.7 Doen in die jaarverslag aan die Parlement/Wetgewer verslag oor voldoening aan die Handleiding oor Toegang tot Inligting van die Departement volgens die vereistes van die Wet (WBTI).
- 2.3.1.8 Verseker dat daar gereelde (maandelikse of kwartaallikse) bestuursvergaderings plaasvind oor die Handleiding oor Toegang tot Inligting van die Departement om voldoening te evalueer en dit gereeld te hersien volgens die implementeringsplan ooreenkomstig die Wet (WBTI):
- a) om die bestuursvergaderings waar hierdie voldoenings-/moniteringsoorsig plaasvind deur middel van toepaslike notules te boek te stel ooreenkomstig die Handleiding oor Toegang tot Inligting van die Departement en die implementeringsplan soos vereis deur die WBTI;
 - b) om enige optrede/aanbevelings/besluite oor enige afdwinging hiervan te boek te stel, het 'n

voldoeningstandaard ter verbetering voortgespruit uit hierdie bestuursvergaderings deur middel van sodanige periodieke oorsigte;

- c) om vordering te monitor en na te spoor oor enigeen van die besluite wat in hierdie bestuursvergaderings te boek gestel is, en of hierdie besluite paslik aandag geniet het, geïmplementeer is, opgevolg en hanteer is deur middel van 'n verbeterde implementeringsplan.

- 2.3.1.9 Verseker dat die rekordbestuursbeleid van die Departement van Landelike, Omgewings- en Landbou-ontwikkeling genoegsaam en toepaslik belyn is met die Departementele Handleiding oor Toegang tot Inligting soos deur die Wet vereis.
- 2.3.1.10 Verseker dat toereikende opleiding gefasiliteer word vir die Inligtingsbeampte en die Adjunkinligtingsbeampte om hulle in staat te stel om behoorlik aan die vereistes van die Wet uitvoering te gee soos voorgeskryf, en waar nodig weer daaraan aandag te skenk.
- 2.3.1.11 Verseker dat daar 'n toepaslike aangewese aanstellingsbrief bestaan vir sowel die Inligtingsbeampte as die Adjunkinligtingsbeampte soos in die Handleiding oor Toegang tot Inligting van die Departement voorgeskryf en dat waar nodig weer daaraan aandag geskenk word.
- 2.3.1.12 Verseker dat daar 'n toepaslike Prestasieooreenkoms en Posbeskrywings bestaan vir sowel die Inligtingsbeampte as die Adjunkinligtingsbeampte soos voorgeskryf in die Handleiding oor Toegang tot Inligting van die Departement, en dat waar nodig weer daaraan aandag geskenk word.

- 2.3.1.13 Verseker dat die Handleiding oor Toegang tot Inligting van die Departement ten opsigte van artikel 14 van die Wet (WBTI) gepubliseer word soos voorgeskryf ooreenkomstig die Artikel 15-kennisgewing wat deur die Departement van Justisie en Grondwetlike Ontwikkeling afgekondig is as sekondêre data.
- 2.3.1.14 Stel die Menseregtekommissie ingevolge artikel 10(2)(b)(i) & (ii) van die Wet en die Handleiding oor Toegang tot Inligting van die Departement in kennis van die aangestelde Departementele Inligtingsbeampte en Adjunkinligtingsbeampte(s).

3. FUNKSIES VAN DIE DEPARTEMENT VAN LANDELIKE, OMGEWINGS- EN LANDBOU-ONTWIKKELING VAN DIE NOORDWES-PROVINSIE

3.1 Die Departement

Die Departement van Landelike, Omgewings- en Landbou-Ontwikkeling is 'n provinsiale departement van die Noordwes-provinsie en is verantwoordelik vir alle landboukundige en landelike ontwikkelingsdienste in die provinsie. Dit sluit die volgende in:

- Volhoubarehulpbron-bestuur
- Ondersteuning en Ontwikkeling van Boere
- Veeartsenykundige Dienste
- Navorsings- en Tegnologiese Ontwikkelingsdienste
- Landbou-ekonomiese Dienste
- Gestruktureerde Landbou-onderwys en Opleiding
- Landelike Ontwikkelingsdienste

Ons Visie

Die visie van die Departement is **“n verenigde en voorspoedige landbousektor vir ekonomiese groei en geïntegreerde landelike ontwikkeling”**.

Ons Missie

Die missie van die Departement is **“samesamewerking met ons vennote om volhoubare landboukundige en landelike ontwikkelingsdienste te lewer”**.

Ons Waardes

Toegewydheid

Integriteit

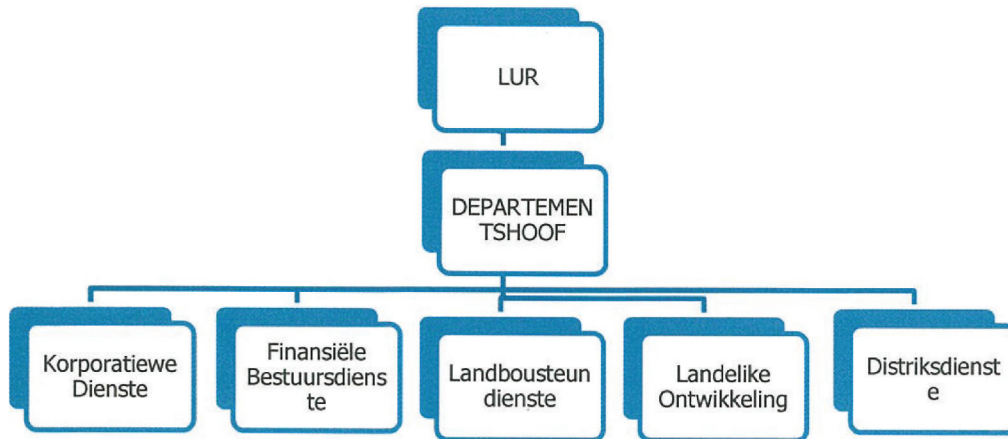
Produktiwiteit

Rasionaliteit

Oplossing-geïntegreerdheid

Spanwerk

3.2 Organisasiestruktuur



4. KONTAKBESONDERHEDE OOREENKOMSTIG ARTIKEL 14(1)(b)

4.1 Navraers word versoek om alle navrae aan die Inligtingsbeampte by die kontakbesonderhede hier onder te rig:

Posbenaming : Departementshoof

Fisiese adres : Departement van Landelike, Omgewings- en
Landbou-ontwikkeling
Agricentre-gebou
h.v. Dr James Moroka-rylaan
en Stadionweg, Mahikeng

Posadres : Privaat Sak X2039
Mmabatho
2735

Telefoonnommer : 018 389 5146

Faksnr. : 018 392 4773

4.2 **Adjunkinligtingsbeampte**

Posbenaming	:	Sekuriteitsbestuurder
Fisiese adres	:	Departement van Landelike, Omgewings- en Landbou-ontwikkeling Agricentre-gebou h.v. Dr James Moroka-rylaan en Stadionweg, Mahikeng
Posadres	:	Privaat Sak X2039 Mmabatho 2735
Telefoonnommer	:	018 389 5163
Faksnr.	:	018 389 5984

5. HANDLEIDING DEUR DIE SUID-AFRIKAANSE MENSEREGTEKOMMISSIE (SAMRK) OOR DIE MANIER WAAROP DIE WET AANGEWEND MOET WORD (ARTIKEL 10 VAN DIE WET)

5.1 Die Gids oor die gebruik van die WBTI is by die **SAMRK** beskikbaar. Navrae kan gerig word aan:

SAMRK
WBTI-eenheid
Departement Navorsing en Dokumentasie

Posadres : Privaat Sak X2700
Houghton, 2041
Telefoonnommer : (011) 484 8300
Faks : (011) 484 1360
E-pos : paia@sahrc.org.za

6. DIENSTE WAT DIE DEPARTEMENT AAN DIE PUBLIEK LEWER

Die kernbesigheid van die Departement is om volhoubare landbou- en landelike-ontwikkelingsdienste te lewer en in die landbousektor te werk. Die mandaat van die Departement is gekoppel aan ander Nasionale Infrastruktuurplanne, Voorwaardelike Toekennings, Openbare Entiteite en Openbare-privaat Vennootskappe.

6.1 PROGRAMME VAN DIE DLLO

6.1.1 Kantoor van die LUR

6.1.2 Senior Bestuur

6.1.3 Hoofdirektoraat: Korporatiewe Dienste

6.1.4 Hoofdirektoraat: Finansiële Bestuursdienste

6.1.5 Hoofdirektoraat: Landbou-ondersteuningsdienste

6.1.6 Hoofdirektoraat: Landelike Ontwikkeling

6.1.7 Hoofdirektoraat: Distriksdienste

6.2 FUNKSIES

6.2.1 KANTOOR VAN DIE LUR

Om doeltreffende strategiese en politieke leierskap te voorsien

6.2.2 SENIOR BESTUUR

[Kantoor van die Departementshoof](#)

Bestuur en koördineer doeltreffende strategiese en administratiewe bestuur en leierskap

[Sekerheidsdienste](#)

Lewering van sekerheids- en rekordbestuursdienste

Risikobestuur

Monitering en evaluering van risikobestuurspraktyke, bestuur van bedrogvoorkoming, interne beheermaatreëls en inligtingstegnologiesdienste

6.2.3 HOOFDIREKTORAAT: KORPORATIEWE DIENSTE

- Bestuur van Mensehulpbronbestuursdienste
- Bestuur van Mensehulpbronontwikkelingsdienste
- Bestuur van die Kommunikasiedienste

6.2.4 HOOFDIREKTORAAT: FINANSIËLE BESTUURSDIENSTE

- Bestuur van Finansiële Rekeningkunde- en Beplanningsproses
- Verskaffing van leierskap met die implementering van Verskaffingskettingbestuur
- Verskaffing van bestuur vir die implementering van interne beheerstelsels
- Verskaffing van strategiese rigtinggewing oor optimale aanwending van hulpbronne

6.2.5 HOOFDIREKTORAAT: LANDBOU-ONDERSTEUNINGSDIENSTE

- Bestuur van Veeartsenykundige Dienste
- Bestuur van Gestruktureerde Landbou-opleiding en Bemagtiging
- Bestuur van Landbou-ekonomie
- Voorsiening van Sektorrisiko- en Rampbestuursdienste
- Bestuur van Beleid en Beplanning

6.2.6 HOOFDIREKTORAAT: LANDELIKE ONTWIKKELING

- Koördinerings van landelike en landboubesigheidontwikkelingsdienste
- Fasilitering van die beplanning van landelike ontwikkeling en sekondêre waardetoevoegingsprojekte
- Fasilitering van die totstandbrenging en ondersteuning van koöperasies en ander wetlike entiteite
- Verskaffing van geïntegreerde voedselsekerheidsprogramme

6.2.7 HOOFDIREKTORAAT: DISTRIKSDIENSTE

Bestuur van landbou-ondersteunings- en administrasiedienste in vier distrikte van die Provinsie, naamlik:

- Ngaka Modiri Molema-distrik
- Bojanala-distrik
- Dr Ruth Segomotsi Mompati-distrik
- Dr Kenneth Kaunda-distrik

7. TOEGANG TOT REKORDS WAT DEUR DIE DLLO GEHOU WORD (ARTIKEL 14(1)(D))

7.1. Outomatiese Openbaarmakings (artikel 14(1)(e))

7.1.1 Die Wet verleen aan 'n persoon wat dit versoek toegang tot rekords van die Departement indien die rekord verlang word vir die uitoefening of beskerming van enige regte. As 'n openbare liggaam 'n versoek rig, moet dit 'n openbare liggaam wees wat in die openbare belang optree.

- 7.1.2 Versoeke ingevolge die Wet moet gerig word in ooreenstemming met die voorgeskrewe prosedures en teen die tariewe wat vermeld word.
- 7.1.3 Tensy die inligting wat aangevra is, vrylik beskikbaar gestel word, kan van u verlang word om 'n aanvrabedrag en 'n toegangsfooi te betaal.
- 7.1.4 Die volgende is kategorieë rekords soos gelys in paragraaf 8.2 hier onder en wat deur die Departement gegeneer is, en beskikbaar is sonder dat 'n persoon ingevolge artikel 15(2) van die Wet toegang daartoe hoef te vra:

7.2 Lys van outomatiese openbaarmakings wat vrylik vir die publiek beskikbaar is

- Wetgewende programme sedert 1994
- Rekords oor wetswysigings
- Die Grondwet, Wet 108 van 1996
- Wet op die Suid-Afrikaanse Abattoir-korporasie van 1992
- Wet op die Beskerming van Gedresseerde Diere, Wet 24 van 1935
 - Wet op Misstowwe, Veevoedsel, Landboumiddels en Veemiddels, Wet 36 van 1947
- Dierebeskermingswet, Wet 71 van 1962
- Wet op die Identifikasie van Diere, Wet 6 van 2002
- Wet op Diereverbetering, Wet 62 van 1998
- Wet op Dieregesondheid, Wet 7 van 2002
- Wet op die Land- en Landbou-ontwikkelingsbank, Wet 15 van 2002

- Wet op Bestuur van Landbouskuld, Wet 45 van 2001
- Wet op die Veiligheid van Vleis, Wet 40 van 2000
- Wet op die Inlywing van Onderstepoort Biologiese Produkte, Wet 19 van 1999
- Wet op die Rasionalisering van Landbouwette, Wet 72 van 1998
- Wet op Geneties Gemanipuleerde Organismes, Wet 15 of 1997
- Wet op Bemarking van Landbouprodukte (Wet 47 van 1996)
- Goedgekeurde Departementele Struktuur
- Afskrifte van toesprake deur LUR
- Staatsdiensvorms
- Landbou-reklamemateriaal en Provinsiale Riglyne
- Geouditeerde finansiële state Protokolle
- Persoonlike rekords indien dit deur die eienaar/openbare amptenaar/staatsamptenaar of familielid aangevra word
- Dienste beskikbaar by instellings/distrikte en fasiliteite
- Departementele kontakbesonderhede
- Jaarverslae
- Diensstandaarde en norme
- Strategiese planne, wette en regulasies
- Koerante, plakkate en brosjures
- Omsendbrief vir die advertering van poste
- Omsendbrief vir die advertering van tenders

Goedgekeurde Departementele Struktuur

Ander publikasies

- Jaarverslae
- Nuusbriewe

- Pamflette
- Brosjures

Enige ander literatuur wat bedoel is vir openbare besigtiging en wat van tyd tot tyd gepubliseer kan word

7.3 Prosedures om oor outomatiese openbaarmakings navraag te doen

7.3.1 Versoeke om inligting wat outomaties/vrywilliglik beskikbaar is, asook algemene navrae oor die beskikbaarheid van inligting, moet soos volg hanteer word:

7.3.1.1 Dit gerig word aan die Adjunkinligtingsbeampte met die tersaaklike kontakbesonderhede, adres en naam van die beamptes soos voorgeskryf ooreenkomstig artikel 5 van hierdie Handleiding oor Toegang tot Inligting van die Departement.

7.3.1.2 Alternatiewelik kan u die lys bekom op die Departement se webadres by www.nwpg.gov.za/agriculture

7.3.1.3 Die lys met inligting oor rekords wat vryelik beskikbaar is, verskyn in die Handleiding oor Toegang tot Inligting in punt 8.2 hierbo.

7.3.1.4 Hierdie outomatiese openbaarmakings sal jaarliks teen April van elke jaar op die Departement se webadres www.nwpg.gov.za/agriculture gepubliseer word.

7.3.1.5 Geen formele versoek word verlang nie en geen voorgeskrewe vorm hoef ingevul te word om toegang te verkry tot hierdie inligting wat

ooreenkomstig die Wet as outomaties/vrywillig beskikbaar geklassifiseer is nie.

7.3.1.6 Geen versoekgelde of toegangsgeld word in die Wet voorgeskryf vir hierdie inligting wat ooreenkomstig die Wet as outomaties/vrywillig beskikbaar geklassifiseer is nie.

7.3.1.7 Waar rekords wat outomaties beskikbaar is, reeds vir argiefdoeleindes by Nasionale of Provinsiale Argiefbewaarplekke is, sal daardie rekords ter nakoming van die wette wat op die raadpleging van sulke rekords van toepassing is, beskikbaar gestel word:

- Wet op die Bevordering van Toegang tot Inligting (Wet 2 van 2000)
- Wet op die Beveiliging van Inligting (Wet 84 van 1982)
- Wet op die Nasionale Argief van Suid-Afrika (Wet 43 van 1996)

8. PROSEDURE VIR DIE AANVRA VAN INLIGTING WAT NIE OUTOMATIES VIR DIE PUBLIEK BESKIKBAAR IS NIE

8.1. Aanvraprocedure om toegang tot die rekords wat hierbo gelys word, te verkry

8.1.2 Die persoon wat inligting aanvra, moet voldoen aan al die prosedurele vereistes met betrekking tot die versoek om toegang tot daardie rekord te verkry soos in die Wet voorgeskryf.

8.1.3 Indien aan die vereistes van die Wet voldoen word, sal toegang tot daardie rekord nie geweier word nie.

8.1.4 Gronde en regverdigbare redes om toegang tot 'n rekord te weier word in die Wet uiteengesit en toegang tot daardie rekords word vir openbare kennis beperk, asook ingevolge die reg op toegang tot inligting soos in die

Wet gereguleer. Hierdie verpligte gronde is regverdigbare redes om toegang tot 'n rekord te weier wat betrekking het op enigeeen van hierdie gereguleerde uitsluitings en beperkinge op 'n reg op toegang tot 'n bepaalde rekord, en wel soos volg:

- Verpligte beskerming van die privaatheid van 'n derde wat 'n natuurlike persoon is;
- Verpligte beskerming van die kommersiële inligting van 'n derde;
- Verpligte beskerming van die bepaalde vertroulike inligting van 'n derde;
- Verpligte beskerming van die veiligheid van individue en die beskerming van eiendom;
- Verpligte beskerming van rekords wat geprivilegeer is van voorlegging in regsdinge;
- Kommersiële inligting oor 'n privaat liggaam;
- Verpligte beskerming van navorsingsinligting oor 'n derde en beskerming van navorsingsinligting oor 'n privaat liggaam; en
- Verpligte beskerming in openbare belang.

8.2 Hoe om aansoek te doen om toegang tot inligting

- 8.2.1 'n Persoon wat om toegang tot inligting aansoek doen, moet die vorm invul wat soortgelyk is aan die een wat in die Staatskoerant (Goewermentskennisgewing R 187 – 15 Februarie – VORM A) gedruk is (aangeheg aan die einde van die Handleiding).
- 8.2.2 Die aanvrager moet aandui watter vorm of manier van toegang verlang word, soos in artikel 29 voorgeskryf.
- 8.2.3 LOLO sal toegang verleen in die vorm wat aangevra is, tensy dit die gladde werking van LOLO sal belemmer.

- 8.2.4 By die verlening van toegang moet behoorlike oorweging geskenk word aan die bewaring van materiaal en die aantasting van outeursreg, en toegesien word dat die versoek- of toegangsgelde soos voorgeskryf is, betaal word voordat 'n versoek verwerk word, asook dat soek- en voorbereidingsgelde betaal word voordat toegang verleen word.
- 8.2.5 'n Aanvraer wat 'n ander party verteenwoordig, moet besonderhede verskaf van die hoedanigheid waarin hy/sy optree (artikel 18(2)(f)).
- 8.2.6 'n Aanvraer wat nie kan lees of skryf nie of wat hulp nodig het by die invul van 'n aanvraagvorm, kan die versoek mondeling rig, en die Adjunkinligtingsbeampte sal verplig wees om sodanige aanvraer by te staan (artikel 18(3)).
- 8.2.7 Indien die Inligtingsbeampte versuim om binne 30 dae nadat 'n versoek om toegang ontvang is, 'n beslissing aan die betrokke aanvraer te gee, word dit beskou as 'n weiering van die versoek deur die Inligtingsbeampte.

8.3 Twee tipes gelde wat ingevolge die Wet betaal moet word, te wete die aanfrageld en die toegangsgeld (artikel 22)

- 8.3.1 'n Aanvraer wat toegang verlang tot 'n rekord wat persoonlike inligting oor daardie aanvraer bevat, het nie nodig om die aanfrageld te betaal nie. Elke ander aanvraer wat nie 'n persoonlike aanvraer is nie, moet die vereiste aanfrageld van R35 betaal.
- 8.3.2 Gelde moet in die Departement se inkomsterekening inbetaal word en bewys daarvan moet by die aanvraagvorms aangeheg word.
- 8.3.3 Die Inligtingsbeampte moet die aanvraer (buiten 'n persoonlike aanvraer)

by wyse van kennisgewing verwittig en eis dat die aanvrager die voorgeskrewe gelde (indien daar is) betaal voordat die versoek verder verwerk word.

8.3.4 Die aanvrager kan 'n interne appèl of 'n aansoek by die hof teen die aanbod of betaling van gelde indien.

8.3.5 Die aanvrager kan 'n interne appèl, waar toepaslik, of 'n aansoek by die hof teen die aanbod of betaling van aanvragegeld indien.

8.3.6 Nadat die Inligtingsbeampte 'n besluit oor die versoek geneem het, moet die aanvrager van sodanige beslissing in kennis gestel word op die manier waarop die aanvrager in kennis gestel wil word.

8.3.7 Indien die versoek toegestaan word, moet 'n verdere toegangsgeld betaal word vir die soektog, voorbereiding en reproduksie, asook vir enige tyd wat die voorgeskrewe ure vir die soek na en voorbereiding van die rekord vir openbaarmaking oorskry.

8.3.8 Toegang tot 'n rekord sal weerhou word tot tyd en wyl alle toepaslike gelde betaal is.

[Kyk aangehegte vorm vir voorgeskrewe gelde vir Openbare Liggame uit deel II van Kennisgewing 187 in die Staatskoerant van 15 Februarie 2002.]

8.4 Oordrag van versoek

8.4.1 Versoeke om rekords wat nie in besit van of onder die beheer van die Departement is nie, maar wel in die besit van 'n ander openbare liggaam, sal na die betrokke openbare liggaam oorgeplaas word en die aanvrager sal binne 14 dae nadat die versoek ontvang is, in kennis gestel word van alle besonderhede in dié verband [artikel 20(I)(c)].

8.5 Rekords wat nie gevind kan word nie of wat nie bestaan nie

- 8.5.1 Nadat alle redelike stappe gedoen is om 'n rekord wat aangevra is, te vind en daar redelike gronde bestaan om te glo dat die rekord in LOLO se besit is, maar verlore of beskadig is of nie bestaan nie, dan moet die Inligtingsbeampte deur middel van 'n beëdigde verklaring die aanvrager in kennis stel dat dit nie moontlik is om toegang tot daardie rekord te verleen nie.
- 8.5.2 Die beëdigde verklaring moet 'n volledige verduideliking gee van alle stappe wat gedoen is om die betrokke rekord te vind of vas te stel of die rekord bestaan, met inbegrip van kommunisering met elke persoon wat die soektog namens die Inligtingsbeampte onderneem het.

8.6 Uitstel van toegang

- 8.6.1 Indien toegang tot 'n rekord ingevolge (artikel 24(I)) van die Wet uitgestel word, sal die aanvrager deur die Inligtingsbeampte in kennis gestel word dat hy/sy binne 30 dae na ontvangs van die kennisgewing verhoë kan rig om te verduidelik waarom die rekord voor publikasie of voorlegging verlang word.

8.7 Beslissing oor die versoek en kennisgewing daarvan

- 8.7.1 Die Inligtingsbeampte/Adjunkinligtingsbeampte aan wie die versoek om toegang gerig is of oorgedra is, moet binne 30 dae na ontvangs van die versoek:
- 8.7.2 die aanvrager in kennis stel van die beslissing om die versoek toe te staan,

gelde wat vir toegang betaal moet word, die vorm waarin toegang verleen kan word, die aanvrager se reg om teen toegangsgelde of die vorm van toegang wat verleen is, te appelleer, en die prosedure vir die aantekening van appèl;

- 8.7.3 die aanvrager in kennis stel van die beslissing om toegang te weier, toereikende redes vir die weiering noem en die aanvrager inlig oor sy/haar regte om aansoek te doen om te appelleer, asook die prosedure wat normaalweg gevolg word.

8.8 Verlenging van die tydperk om 'n versoek af te handel

- 8.8.1 Die Inligtingsbeampte/Adjunkinligtingsbeampte na wie 'n versoek oorgedra is, kan na oorleg met die aanvrager die tydperk van 30 dae wat vereis word om op 'n versoek te reageer, een keer verleng vir 'n verdere tydperk van nie langer nie as 30 dae. Die aanvrager moet skriftelik tot sodanige verlenging instem [artikel 26(2)].

8.9 Metode van betaling

Elke ander aanvrager wat nie 'n persoonlike aanvrager is nie, moet die vereiste aanvrageld betaal. Die aanvrager moet die aanvrageld in LOLO se bankrekening inbetaal (besonderhede sal deur LOLO aan die aanvrager verskaf word). Die depositostrokke moet as bewys van betaling aan LOLO se Adjunkinligtingsbeampte gestuur word voordat enige versoek verwerk sal word.

LOLO se Bankbesonderhede

Bank : Eerste Nasionale Bank

Rekeninghouer : Departement van Landelike, Omgewings- en
Landbou-ontwikkeling

Rekeningnommer : Besonderhede sal verskaf word wanneer
aansoek gedoen word.

Taknommer : Besonderhede sal verskaf word wanneer
Aansoek gedoen word.

Dit is belangrik om te let op die bepalings van artikel 22(1) van die Wet wat lui dat geen versoek verwerk mag word nie tensy 'n aanvrafooi betaal word.

Kyk die aangehegte tarieflys wat deur die WBTI aan die einde van die Handleiding voorgeskryf word.

9. REMEDIES WAT BESIKBAAR IS INDIEN DAAR NIE AAN DIE BEPALINGS VAN DIE WET VOLDOEN WORD NIE (artikel 14(1)H)

9.1 Weiering van versoek en interne appèlle teen beslissings en appèlle na die LUR

9.1.1 Die Wet maak voorsiening vir 'n interne appèl teen die beslissing van die Inligtingsbeampte of Adjunkinligtingsbeampte op grond van die volgende:

(a) 'n weiering om toegang te verleen; of

(b) 'n beslissing geneem ooreenkomstig artikel 22, 26(1) of 29(3).

9.1.2 Die LUR is die betrokke gesag om enige beslissing waarteen geappelleer is, te heroorweeg.

'n Benadeelde party kan hom/haar tot die howe wend indien die beslissing van die LUR nie tevreedenheid bied nie.

9.2 Interne appèlprosedure

- Wanneer die aanvrager/derde appelleer, moet die voorgeskrewe appèlvorm (bylae B by die Handleiding aangeheg) ingevul word en binne 60 dae by die Inligtingsbeampte ingedien word.
- Die interne appèl moet die onderwerp van die interne appèl identifiseer en die redes daarvoor aantoon, en kan enige ander tersaaklike inligting wat aan die appellant bekend is, insluit.
- Die interne appèl moet die wyse aantoon waarop die appellant van die beslissing oor die interne appèl in kennis gestel wil word en die besonderhede daarvan verskaf, bykomend tot 'n skriftelike antwoord, en ook 'n posadres of faksnommer verskaf.
- Die Inligtingsbeampte sal alle interne appèlle en bygaande dokumente aan die Adjunkinligtingsbeampte stuur, wat dit dan na die betrokke gesag – in hierdie geval die LUR – sal aanstuur.
- Die Inligtingsbeampte moet die aanvrager/derde van die uitslag van die interne appèl in kennis stel.
- 'n Aanvrager/derde wat ontevrede is met die uitslag van die interne appèl kan binne 30 dae na die ontvangs daarvan 'n aansoek by die hof indien vir 'n finale beslissing.

9.3 Aansoek by die hof

9.3.1 Aansoeke betreffende die beslissing van die LUR of die persoon wat skriftelik deur die LUR aangewys is

- 'n Aanvrager/derde kan slegs nadat die interne appèlprosedure teen 'n beslissing van 'n Inligtingsbeampte of Adjunkinligtingsbeampte gevolg is, hom tot 'n hof wend vir toepaslike herstel.
- 'n Aanvrager/derde wie se interne appèl onsuksesvol was of benadeel is deur 'n beslissing van die LUR of die persoon wat skriftelik deur die LUR

aangewys is om die laat aantekening van die appèl ingevolge artikel 75(2) van die Wet af te wys, kan by wyse van 'n aansoek ingevolge artikel 82 van die Wet binne 30 dae by 'n hof aansoek doen om herstel.

- **Ander ondersteunende maatreëls**

Redes vir 'n administratiewe aksie ingevolge die Wet op die Bevordering van Administratiewe Geregtigheid, 2000 (artikel 5), moet verskaf word waar 'n persoon se regte wesenlik en nadelig deur daardie administratiewe aksie geraak is.

10. HOE OM TOEGANG TOT HIERDIE DIENSTE TE VERKRY EN PROSEDURELE VEREISTES VIR DIE VERSOEK

10.1 'n Aansoek om toegang tot 'n rekord moet op die voorgeskrewe Vorm A gerig word aan die Inligtingsbeampte of Adjunkinligtingsbeampte by die volgende adres:

Inligtingsbeampte

Posbenaming : Departementshoof

Fisiese adres : Departement van Landbou en Landelike ontwikkeling
Agricentre-gebou
h.v. Dr James Moroka-rylaan
en Stadionweg, Mahikeng

Posadres : Privaat Sak X2039
Mmabatho
2735

Telefoonnommer : 018 389 5146

Faksnr. : 018 392 4773

Adjunkinligtingsbeampte

Posbenaming : Sekerheidsbestuurder

Fisiese adres : Departement van Landbou en Landelike
Ontwikkeling
Agricentre-gebou
h.v. Dr James Moroka-rylaan
en Stadionweg, Mahikeng

Posadres : Privaat Sak X2039
Mmabatho
2735

Telefoonnommer : 018 389 5163

Faksnr. : 018 389 5984

10.2 Die aanvrager moet voldoende besonderhede op die versoekvorm verskaf om die Departement in staat te stel om die korrekte inligting te verskaf.

10.3 Die aanvrager moet sy/haar voorkeurtaal aandui en sy/haar kontakbesonderhede spesifiseer.

10.4 Indien 'n versoek namens 'n ander persoon gerig word, moet die aanvrager bewys voorlê van die hoedanigheid waarin hy/sy die versoek rig.

10.5 Indien 'n aanvrager vanweë ongeletterdheid of gestremdheid nie in staat is om die voorgeskrewe vorm in te vul nie, kan sodanige persoon die versoek mondeling rig.

11. BESKIKBAARHEID VAN DIE HANDLEIDING (ARTIKEL 14(3))

11.1 Die handleiding sal in die volgende tale (op grond op die algemeen gebruikte en voorkeur- of geskikste taal) by die Departement se kantore beskikbaar wees:

- a) Engels

11.2 Indien die rekord egter nie in die voorkeurtaal bestaan nie, kan 'n aanvrager in kennis gestel word dat toegang tot sodanige rekord teruggehou word om die Departement die geleentheid te gee om die rekord in die voorkeurtaal te vertaal.

12. VOORGESKREWE GELDE VIR DIE DEPARTEMENT

DEEL II VAN KENNISGEWING 187 IN DIE STAATSKOERANT OP 15 FEBRUARIE 2002 SKRYF DIE VOLGENDE GELDE VIR DIE STAATSINSTELLINGS VOOR:

Beskrywing	R
1. Die tarief vir 'n kopie van die handleiding soos bedoel in regulasie 5(c) is vir elke fotokopie van 'n A4-groottebladsy of deel daarvan	0,60
2. Die tariewe vir reproduksie waarna in regulasie 7(1) verwys word, is soos volg:	
a) Vir elke fotokopie van 'n A4-groottebladsy of deel daarvan	0,60
b) Vir elke gedrukte kopie van 'n A4-groottebladsy of deel daarvan wat op rekenaar of in elektroniese of masjienleesbare vorm gehou word	0,40
c) Vir 'n kopie in masjienleesbare vorm op:	
(i) stiffie	5,00
(ii) kompakskyf	40,00
d) (i) Vir 'n transkripsie van visuele beelde, vir 'n A4-groottebladsy of deel daarvan	22,00
(ii) Vir 'n kopie van visuele beelde	60,00
e) (i) Vir 'n transkripsie van 'n oudiorekord, vir 'n A4-groottebladsy of deel daarvan	12,00
(ii) Vir 'n kopie van 'n oudiorekord	17,00

3. Die aanvrageld betaalbaar deur elke aanvrager, buiten 'n persoonlike aanvrager, waarna in regulasie 7(2) verwys word	35,00
4. Die toegangsgelde betaalbaar deur 'n aanvrager waarna in regulasie 7(3) verwys word, is soos volg:	
a) Vir elke fotokopie van 'n A4-groottebladsy of deel daarvan	0,60
b) Vir elke gedrukte kopie van 'n A4-groottebladsy of deel daarvan wat op rekenaar of in elektroniese of masjienleesbare vorm gehou word	0,40
c) Vir 'n kopie in masjienleesbare vorm op: (i) stiffie (ii) kompakskyf	5,00 40,00
d) Vir 'n transkripsie van visuele beelde, vir 'n A4-groottebladsy of deel daarvan Vir 'n kopie van visuele beelde	22,00 60,00
e) Vir 'n transkripsie van 'n oudiorekord, vir 'n A4-groottebladsy of deel daarvan Vir 'n kopie van 'n oudiorekord	12,00 17,00
f) Vir die soek na en voorbereiding van die rekord vir openbaarmaking, vir elke uur of deel van 'n uur, met uitsondering van die eerste uur, wat redelikerwys nodig sal wees vir sodanige soektog en voorbereiding.	15,00
Gelde vir rekords van 'n openbare liggaam soos voorgeskryf deur die geldende regulasies van die Wet:	
5. Die aanvrageld betaalbaar deur elke aanvrager, buiten 'n persoonlike aanvrager, waarna in artikel 22(1) van die Wet verwys word	35,00
6. Die tarief vir reproduksie waarna in artikel 15(3) van die Wet verwys word, is soos volg:	
a) Vir elke fotokopie van 'n A4-groottebladsy of deel daarvan	0,60
b) Vir elke gedrukte kopie van 'n A4-groottebladsy of deel daarvan	0,40
c) Vir 'n kopie in 'n rekenaarleesbare vorm gehou op rekenaar of in elektroniese of masjienleesbare vorm op: (i) stiffie (ii) kompakskyf	5,00 40,00
d) (i) Vir 'n transkripsie van visuele beelde, vir 'n A4-groottebladsy of deel daarvan (ii) Vir 'n kopie van visuele beelde	22,00 60,00
e) (i) Vir 'n transkripsie van 'n oudiorekord, vir 'n A4-groottebladsy of deel daarvan (ii) Vir 'n kopie van 'n oudiorekord	12,00 17,00

7. Die toegangsgelde betaalbaar deur 'n aanvrager waarna in artikel 22(7) van die Wet verwys word, tensy dit vrygestel word kragtens artikel 22(8) van die Wet, is soos volg:	
a) Vir elke fotokopie van 'n A4-groottebladsy of deel daarvan	0,60
b) Vir elke gedrukte kopie van 'n A4-groottebladsy of deel daarvan wat op rekenaar of in elektroniese of masjienleesbare vorm gehou word:	0,40
(i) stiffie	5,00
(ii) kompakskyf	40,00
c) Vir 'n transkripsie van visuele beelde	
(i) Vir 'n A4-groottebladsy of deel daarvan	22,00
(ii) Vir 'n kopie van visuele beelde	60,00
d) (i) Vir 'n transkripsie van 'n oudiorekord, vir 'n A4-groottebladsy of deel daarvan	12,00
(ii) Vir 'n kopie van 'n oudiorekord	17,00
e) Om te soek na die rekord vir openbaarmaking, vir elke uur of deel van 'n uur, met uitsondering van die eerste uur, wat redelikerwys nodig sal wees vir sodanige soektog.	15,00

- (1) Vir doeleindes van artikel 22(2) van die Wet geld die volgende:
- a) Meer as ses ure moes verloop het alvorens 'n deposito betaalbaar sal wees; en
 - b) een derde van die toegangsgeld is betaalbaar as 'n deposito deur die aanvrager.
- (2) Die werklike posgeld is betaalbaar wanneer 'n kopie van 'n rekord na 'n aanvrager gepos moet word.
- (3) Die aanvrage- en toegangsgelde kan in die Departement se bankrekening inbetaal word of by enige van die Departement se streekkantore of die hoofkantoor van die Departement.

13. VOORGESKREWE VORM VIR TOEGANG TOT 'n REKORD VAN DIE DEPARTEMENT (BYLAE B VAN KENNISGEWING 187 IN DIE STAATSKOERANT VAN 15 FEBRUARIE 2002)

VORM A: VERSOEK OM TOEGANG TOT 'n REKORD VAN DIE DEPARTEMENT

(Artikel 18(1) van die Wet op Bevordering van Toegang tot Inligting, 2000 (Wet No. 2 van 2000))

[Regulasie 2]

VIR DEPARTEMENTELE GEBRUIK	
Verwysingsnommer:	
Versoek ontvang deur (meld Inligtingsbeampte/Adjunkinligtingsbeampte se rang, naam en van) op:	
_____ (datum)	te
(plek).	
Aanvrageld (indien daar is)	: R.....
Deposito (indien daar is)	: R.....
Toegangsgeld	: R.....
.....	
Handtekening van Inligtingsbeampte of Adjunkinligtingsbeampte	

A. Besonderhede van openbare liggaam

Die Inligtingsbeampte/Adjunkinligtingsbeampte

B. Besonderhede van persoon wat toegang tot die rekords verlang

- | | |
|----|--|
| a) | Die besonderhede van die persoon wat toegang tot die rekord verlang, moet hier onder verstrek word. |
| b) | Die adres en/of faksnommer in die Republiek waarheen inligting aangestuur moet word, moet verstrek word. |
| c) | Bewys van die hoedanigheid waarin die versoek gerig word, moet indien toepaslik aangeheg word. |

Volle name en van :
 Identiteitsnommer :
 Posadres :
 Faksnommer :

Telefoonnommer :
 E-posadres :
 Hoedanigheid waarin die versoek gerig word wanneer dit namens 'n ander persoon gedoen word :

C. Besonderhede van die persoon namens wie die versoek gerig word

Hierdie afdeling moet SLEGS ingevul word indien 'n versoek om inligting namens 'n ander persoon gerig word.

Volle name en van :
 Identiteitsnommer :

D. Besonderhede van rekord

- a) Verstrek volledige besonderhede van die rekord waartoe toegang verlang word, met inbegrip van die verwysingsnommer indien dit aan u bekend is, om die opspoor van die rekord moontlik te maak.
- b) Indien die ruimte wat voorsien is, ontoereikend is, gebruik asseblief 'n afsonderlike vel papier en heg dit by hierdie vorm aan. **Die aanvrager moet al die bykomende bladsye onderteken.**

1. **Beskrywing van die rekord of die tersaaklike deel van die rekord** :
 2. **Verwysingsnommer, indien beskikbaar** :
 3. **Enige verdere besonderhede van die rekord** :
- E. Gelde**

- a) 'n Versoek om toegang tot 'n rekord, buiten 'n rekord wat persoonlike inligting oor uself bevat, sal eers verwerk word nadat die aanvrager betaal is.
- b) U sal in kennis gestel word van die bedrag wat as aanvrager betaalbaar is.
- c) Die gelde betaalbaar vir toegang tot 'n rekord hang af van die vorm waarin toegang verlang word en die redelike tyd wat nodig is om die rekord op te spoor en voor te berei.
- d) Indien u vir vrystelling van die betaling van enige gelde kwalifiseer, meld asseblief die rede vir vrystelling.

Rede vir vrystelling van betaling van gelde :

F. Vorm van toegang tot rekord

Indien u weens 'n gestremdheid nie in staat is om die rekord te lees, daarna te kyk of daarna te luister in die vorm van toegang waarvoor in 1 tot 4 hier onder voorsiening gemaak word nie, meld die aard van u gestremdheid en dui aan in watter vorm die rekord verlang word.

Merk die toepaslike blokkie met 'n X .			
NOTAS:			
a) Voldoening aan u versoek om toegang in die gespesifiseerde vorm kan afhang van die vorm waarin die rekord beskikbaar is.			
b) Toegang wat in die vorm aangevra word, kan in sekere omstandighede geweier word.			
c) In so 'n geval sal u in kennis gestel word indien toegang in 'n ander vorm verleen sal word.			
d) Die gelde betaalbaar vir toegang tot die rekord, indien daar is, sal deels bepaal word deur die vorm waarin toegang verlang word.			
1. Indien die rekord op skrif of in gedrukte vorm bestaan:			
<input type="checkbox"/>	Kopie van rekord	<input type="checkbox"/>	Inspeksie van rekord
2. Indien die rekord uit visuele beelde bestaan: (dit sluit foto's, skyfies, video-opnames, rekenaargegenereerde beelde, sketse, ens. in)			
<input type="checkbox"/>	Besigtiging van die beelde	<input type="checkbox"/>	Kopie van die beelde
<input type="checkbox"/>		<input type="checkbox"/>	Transkripsie van die beelde
3. Indien die rekord bestaan uit 'n opname van woorde of inligting wat in klank gereproduseer kan word:			
<input type="checkbox"/>	Luister na die klankbaan (oudiokasset)	<input type="checkbox"/>	Transkripsie van die klankbaan (skriftelik of gedrukte dokument)
4. Indien die rekord op rekenaar of in 'n elektroniese of masjienleesbare vorm gehou word:			
<input type="checkbox"/>	Gedrukte kopie van rekord	<input type="checkbox"/>	Gedrukte kopie van inligting verkry uit die rekord
<input type="checkbox"/>		<input type="checkbox"/>	Kopie in rekenaarleesbare vorm* (stiffie of kompakskyf of geheuestokkie)
*Indien u 'n kopie of transkripsie van rekords (hierbo) verlang, moet die kopie of transkripsie aan u gepos word?			Ja
			Nee
Let daarop dat indien die rekord nie in die taal van u keuse beskikbaar is nie, toegang verleen kan word in die taal waarin die rekord beskikbaar is.			
In watter taal sou u graag die rekord wou ontvang?			

G. Kennisgewing van beslissing betreffende die versoek om toegang

U sal skriftelik in kennis gestel word of u versoek goedgekeur/afgekeur is. Indien u op 'n ander wyse in kennis gestel wil word, spesifiseer asseblief hoe en verskaf die nodige besonderhede om voldoening aan u versoek moontlik te maak.

Hoe sal u verkies om in kennis gestel te word van die beslissing aangaande u versoek om toegang tot rekords?

Geteken te _____ op hierdie _____ dag van _____
_____20

Handtekening van aanvrager/persoon namens wie die versoek gerig word

VORM B: KENNISGEWING VAN INTERNE APPÈL

(Artikel 75 van die Wet op Bevordering van Toegang tot Inligting, Wet No. 2 van 2000)

[Regulasie 8]

VERSTREK U VERWYSINGSNOMMER:

A. Besonderhede van openbare liggaam

Die Inligtingsbeampte/Adjunkinligtingsbeampte:

B. Besonderhede van aanvrager/derde wat die interne appèl aanteken

- | |
|---|
| <p>a) Die besonderhede van die persoon wat die interne appèl aanteken, moet hier onder verstrek word.</p> <p>b) Bewys van die hoedanigheid waarin die appèl aangeteken word, moet indien toepaslik aangeheg word.</p> <p>c) Indien die appellant 'n derde is en nie die persoon wat oorspronklik die inligting aangevra het nie, moet die besonderhede van die aanvrager in C hier onder verstrek word.</p> |
|---|

Volle name en van :
 Identiteitsnommer :
 Posadres :
 Faksnommer :
 Telefoonnommer :
 E-posadres :

Hoedanigheid waarin die versoek gerig word wanneer dit namens 'n ander persoon gedoen word:

C. Besonderhede van aanvrager

<p>Hierdie afdeling moet SLEGS ingevul word indien 'n versoek om inligting namens 'n ander persoon gerig word.</p>
--

Volle name en van :
 Identiteitsnommer :

D. Beslissing waarteen die interne appèl aangeteken word

<p>Merk die beslissing waarteen die interne appèl aangeteken word met 'n x in die toepaslike ruimte:</p>

<input type="checkbox"/> Weiering van versoek om toegang
--

	Beslissing betreffende gelde voorgeskryf ingevolge artikel 22 van die Wet
	Beslissing betreffende die verlenging van die tydperk waarin die versoek binne die bepalinge van artikel 26 (1) van die Wet hanteer moet word
	Beslissing ingevolge artikel 29(3) van die Wet om toegang te weier in die vorm waarin die aanvrager dit verlang het
	Beslissing om die versoek om toegang toe te staan

E. Gronde vir appèl

U sal skriftelik in kennis gestel word of u versoek goedgekeur/afgekeur is. Indien u op 'n ander wyse in kennis gestel wil word, spesifiseer asseblief hoe en verskaf die nodige besonderhede om voldoening aan u versoek moontlik te maak.

Noem die gronde waarop die interne appèl berus:

Meld enige ander inligting wat relevant kan wees by die oorweging van die appèl:

F. Kennisgewing van beslissing op appèl

U sal skriftelik in kennis gestel word of u versoek goedgekeur/afgekeur is. Indien u op 'n ander wyse in kennis gestel wil word, spesifiseer asseblief hoe en verskaf die nodige besonderhede om voldoening aan u versoek moontlik te maak.

Dui aan hoe u in kennis gestel wil word :

Besonderhede van metode :

Geteken te _____ op hierdie _____ dag van _____
_____ 20

Handtekening van appellant

VIR DEPARTEMENTELE GEBRUIK:

AMPTELIKE REKORD VAN INTERNE APPÈL

Appèl ontvang op _____ (datum) deur (meld rang, naam en van van Inligtingsbeampte/Adjunkinligtingsbeampte).

Appèl vergesel deur die redes vir die Inligtingsbeampte/Adjunkinligtingsbeampte se beslissing en, indien toepaslik, die besonderhede van enige derde op wie of waarop die rekord betrekking het, voorgelê deur die Inligtingsbeampte/Adjunkinligtingsbeampte op (datum) aan die betrokke gesag.

UITKOMS VAN APPÈL:

Beslissing van Inligtingsbeampte/Adjunkinligtingsbeampte bevestig/deur nuwe beslissing vervang

NUWE BESLISSING:**BETROKKE GESAG****Datum**

Ontvang deur die Inligtingsbeampte/Adjunkinligtingsbeampte van die betrokke gesag op (datum):

14. VOORLEGGING VAN VERSLAE AAN DIE SAMRK (ARTIKEL 32 VAN DIE WET)**14.1 Veilige bewaring van rekords aangevra en verslae voorgelê ingevolge artikel 32 van die Wet**

15.1.1 Die Inligtingsbeampte van elke Departement moet verseker dat alle rekords soos hier onder aangedui veilig bewaar word in 'n beskermde weergawe om voorsiening te maak vir behoorlike verwysings- en verslagdoeningsprosedures ingevolge die Wet:

- a. Alle versoeke ontvang
- b. Alle verslae wat ingevolge artikel 32 van die Wet aan die SAMRK uitgereik is
- c. Alle verslae uitgereik aan die Rekeningpligtige Beampte
- d. Alle rekords uitgereik ooreenkomstig 'n versoek
- e. Alle rekords uitgereik op 'n regverdigbare grond
- f. Alle rekords met betrekking tot 'n mondelinge versoek ten opsigte van ongeletterdheid of gestremdheid wat in skriftelike formaat oorgedra is
- g. Alle rekords van aanvragelde ontvang
- h. Alle rekords van toegangselde ontvang
- i. Alle rekords oorgedra aan 'n ander reguleringsliggaam
- j. Alle rekords van kennisgewings wat uitgereik is

14.2 Wanneer moet verslae ingevolge artikel 32 van die Wet aan die SAMRK voorgelê word?

14.2.1 Die Inligtingsbeampte van elke Departement moet jaarliks aan die Menseregtekommissie (SAMRK) 'n verslag vir die finansiële jaar onder oorsig voorlê met betrekking tot spesifieke aktiwiteite soos voorgeskryf in artikel 32 van die Wet.

14.3 Verslae aan die Rekenpligtige Beampte, die Parlement of die Wetgewer

14.3.1 Die proses wat in 'n finansiële tydperk ten opsigte van die nakoming en periodieke hersiening van die Implementeringsplan gevolg is aan die hand van die Handleiding oor Toegang tot Inligting soos deur die Departement goedgekeur, asook nakoming ingevolge die Wet, moet op 'n jaargrondslag behoorlik en voldoende in 'n verslag aan die Wetgewer/Parlement voorgelê word soos dit in die Jaarverslag van die Departement vir 'n finansiële jaar voorgeskryf word.

15. IMPLEMENTERING VAN DIE HANDLEIDING OOR TOEGANG TOT INLIGTING VAN DIE DEPARTEMENT

15.1 'n Implementeringsplan wat die implementeringsproses, aktiwiteite en tydraamwerke tot en met toereikende implementering uiteensit, moet deur die Adjunkinligtingsbeampte van die Departement van Landelike, Omgewings- en Landbou-ontwikkeling in die Noordwes-provinsie ontwikkel word.

15.2 Die Implementeringsplan moet op 'n gereelde grondslag gemoniteer word en vordering moet aangeteken word vir bespreking van die toereikende toepassing van die Plan op die Handleiding oor Toegang tot Inligting, soos

deur die Departement goedgekeur, tydens gereelde bestuursvergaderings ten einde aanbevelings oor behoorlike voldoening aan die Wet (WBTI) te formuleer.

15.3 Sulke periodieke oorsigvergaderings deur die bestuur behoort te verseker dat sakelyste, notules, vorderingsverslae, aanbevelings en besluite van die bestuur paslik te boek gestel word met die oog op 'n jaarlikse vorderingsverslag binne die Artikel 32-verslag van die Departement aan die SAMRK.

16. DIE HOU VAN GEREELDE BESTUURSVERGADERINGS OOR VOLDOENING AAN DIE WET ASOOK DIE HANDLEIDING

16.1 Om gereelde kwartaallikse vergaderings te hou oor die Departement se voldoening aan die Handleiding oor Toegang tot Inligting van die Departement ooreenkomstig die Wet (WBTI), as 'n spesifieke item op die sakelys by een van die DBK-vergaderings van die Departementele Bestuurspan.

16.2 Om te verseker dat behoorlike rekords gehou word van die sakelys, bywoning, notules en besluite wat geneem word en dat enige besluite of aanbevelings wat gemaak word om voldoening aan die Wet af te dwing en te bevorder, behoorlik opgevolg en te boek gestel word by sulke vergaderings.

17. WYSE VAN TOEGANG

17.1 Aanwysing van die Adjunkinligtingsbeamptes, en delegering (artikel 17 van die Wet)

17.1.1 Behoudens wetgewing wat die aanstelling van personeel van die betrokke departement reguleer, kan elke departement vir doeleindes van hierdie

Wet so 'n getal persone as adjunkinligtingsbeampte(s) aanwys as wat nodig is om die Departement so toeganklik as wat redelikerwys moontlik is vir aanvraers van sy rekords te maak.

17.1.2 Die Inligtingsbeampte van die Departement het gesag en beheer oor elke Adjunkinligtingsbeampte wat ooreenkomstig hierdie handleiding aangestel word.

17.1.3 Niemand anders as 'n aangewese Inligtingsbeampte of sy/haar Adjunkinligtingsbeampte(s) soos ooreenkomstig hierdie handleiding aangestel, is behoorlik gemagtig om die publiek by te staan met die verkryging van toegang tot inligting ingevolge die Wet nie.

17.1.4 Enige ander werknemer van die Departement wat inligting aan enige aanvrager verskaf, oortree hierdie Wet en kan strafregtelik vervolgd word.

17.1.5 Die aangewese Inligtingsbeampte kan 'n bevoegdheid of plig wat daardie Inligtingsbeampte deur hierdie Wet opgelê word, aan (n) Adjunkinligtingsbeampte(s) van daardie Departement deleger.

17.2 Plig om 'n aanvrager by te staan (artikel 19 van die Wet) (hoe om inligting waartoe lede van die publiek toegang verlang, te hanteer)

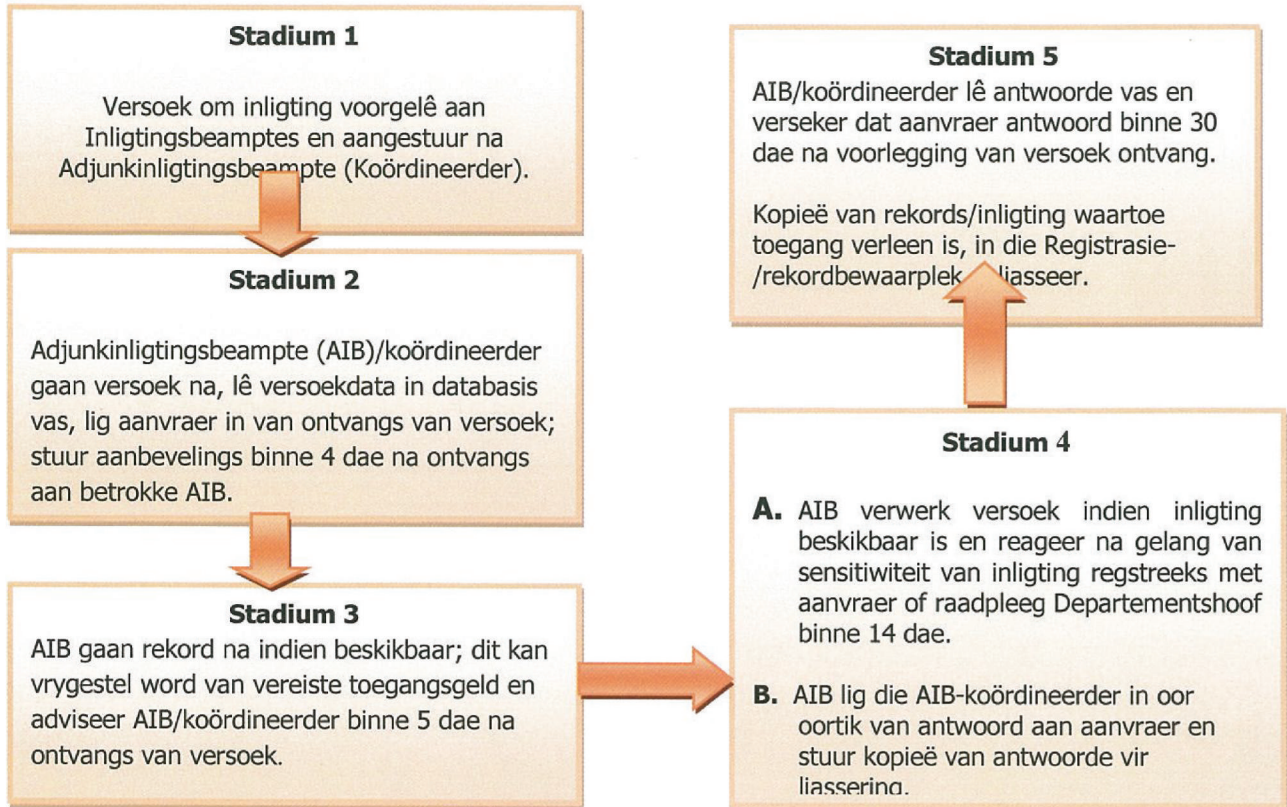
17.2.1 Die Inligtingsbeampte van die Departement is wetlik verplig om 'n aanvrager behulpsaam te wees wat 'n versoek wil rig om toegang te verkry tot inligting van die Departement, en om 'n aanvrager in te lig oor die wyse waarop so 'n versoek kosteloos op die voorgeskrewe wyse voorgelê kan word. Gelde, dit wil sê toegangsgelde en versoekgelde, word deur die Wet voorgeskryf.

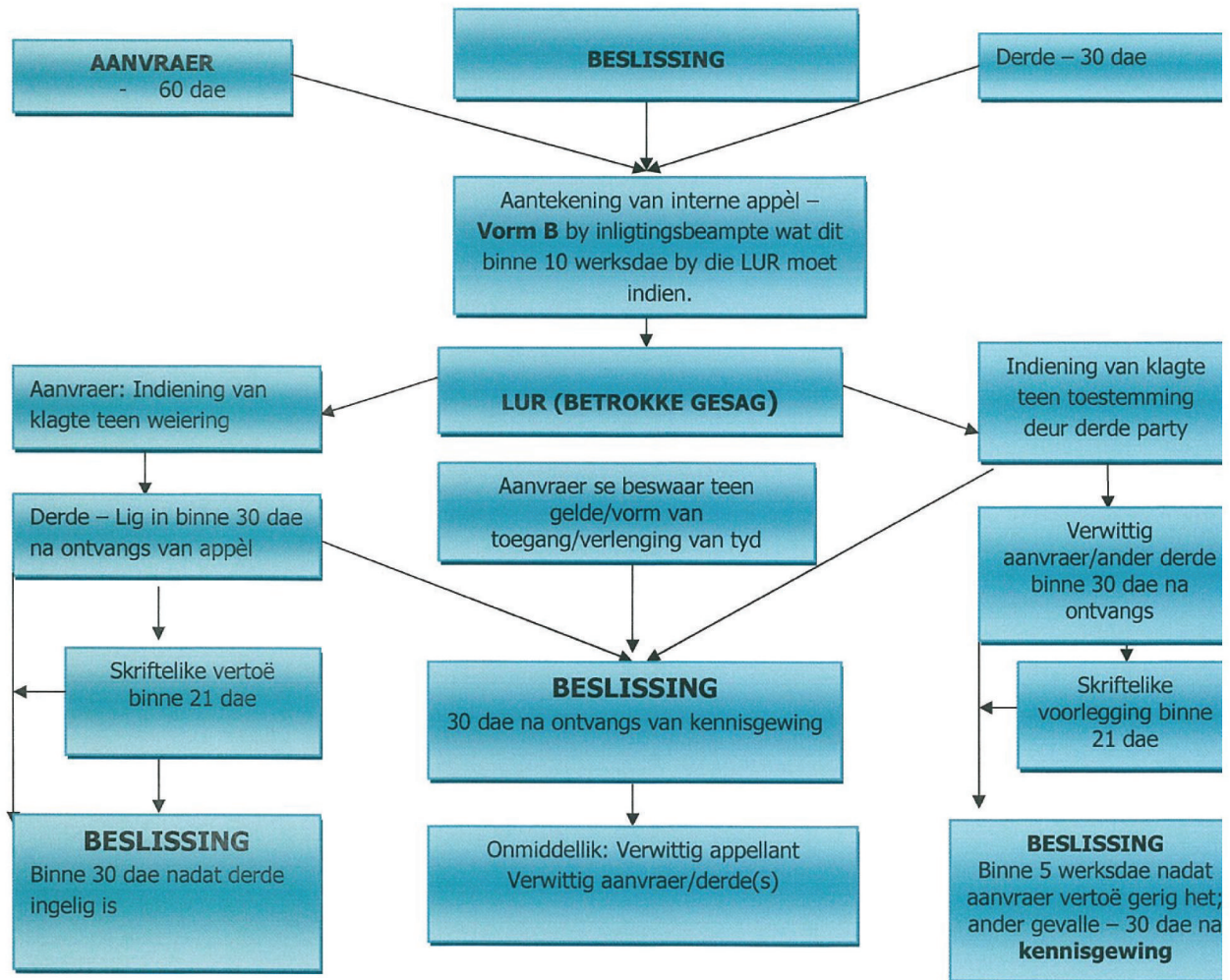
17.2.2 Indien 'n versoek om toegang tot inligting nie voldoen aan die vereistes gestel in artikel 18(1) van die Wet nie, kan die Inligtingsbeampte die

versoek nie weier op grond van sodanige nievoldoening nie, tensy die Inligtingsbeampte:

- a. daardie aanvrager in kennis gestel het van 'n bedoeling om die versoek te weier wat in die kennisgewing vermeld word, met inbegrip van die redes vir die weiering, en dat die Inligtingsbeampte of 'n ander amptenaar wat die Inligtingsbeampte in die kennisgewing aan die aanvrager aantoon, die aanvrager sal bystaan met die opstel van die versoek op die voorgeskrewe wyse wat die gronde vir weiering van daardie rekord(s) wat aangevra word, uit die weg sal ruim;
- b. die aanvrager 'n redelike geleentheid te bied om hulp te bekom en om die versoek te bevestig of te wysig ten einde te voldoen aan artikel 18(1) van die Wet;
- c. aan die aanvrager enige inligting beskikbaar stel wat die aanvrager sal help om die versoek op die voorgeskrewe wyse voor te lê;
- d. 'n aanvrager by ontvangs van die versoek bystaan indien dit duidelik is dat dit aan 'n ander openbare liggaam of departement gerig moet word, en die aanvrager help om die versoek na die toepaslike instansie te heradresseer; of
- e. die versoek ooreenkomstig artikel 20 van die Wet oordra na die toepaslike instansie en die aanvrager in kennis stel van sodanige oordrag; en
- f. die datum van kennisgewing van nienakoming aan die aanvrager (ooreenkomstig artikel 25(1) van die Wet) en die einddatum van die bevestiging of wysiging van die versoek deur die aanvrager aandui – anders moet daardie tydperk verontagsaam word.

BYLAE A: VLOEIKART – FORMELE VERSOEK OM TOEGANG TOT DEPARTEMENTELE INLIGTING



BYLAE B: VLOEIKAART OOR INTERNE APPÈLPROSES**Interne appèlproses****18. HERSIENING EN WYSIGING**

18.1 Hierdie handleiding moet jaarliks wanneer die behoefte daaraan ontstaan aan oorsig onderwerp word ten einde kwaliteitdiens te lewer en dus tydigte toegang te verkry tot inligting wat deur die LOLO gegenereer word.

Go ya ka Karolo 14 ya Molao wa Thotloetsa ya go Nawa Tshedimoseetso, wa 2000 (Molao wa No. 2 wa ka 2000)



read

Department:

**Rural, Environment and Agricultural
Development**

North West Provincial Government

REPUBLIC OF SOUTH AFRICA

Khampani	Lefapha la Tlhabololo ya Metse-Selegae, Tikologo le Temothuo
Lenaneo	Ditirelo tsa Tshireletso
Mmanuale	Thotloetsa ya go nawa tshedimoseetso
Nomere ya tshupetso ya pholisi	2/6/7
E kwadilwe ke	Ditirelo tsa Tshireletso
E amogetswe ke	<i>J.M. Kiale</i>
Letlha la tshimologo	<i>1st April 2016</i>

1.	LENAANE LA DITENG	
1.	KETAPELE	4
2.	MAIKAELELO A MMANUALE WA TSHEDIMOSETSO	5
2.1	Se se sa tshwanelwang go lebalwa	5
2.2	Ditekanyetso tse di tla dirisiwang	6
2.3	Ditekanyetso-potlana	6
3.	DITIRO TSA LEFAPHA LA TLHABOLOLO YA METSESELEGAE, TIKOLOGO LE TEMOTHUO LA BOKONE BOPHIRIMA	12
3.1	Ka fa Setlamo se Rulagantsweng ka Gone	13
4.	DINTLHA-KGOKAGANO GO YA KA (KAROLO 14(1)(b))	13
5.	KAELO YA KHOMIŠINI YA DITSHWANELO TSA BATHO YA AFORIKABORWA (SAHRC) YA TSELA YA GO DIRISA MOLAO (KAROLO 10 YA MOLAO)	14
6.	DITIRELO TSE LEFAPHA LE DI DIRELANG SETŠHABA	15
7.	GO NEWA DIREKOTO TSE DI TSHWERWENG KE DARD (KAROLO 14(1)(D))	18
7.1.	Tshedimosetso e e Bonwang Motlhofo (Karolo 14(1)(e))	18
7.2	Lenaane la Tshedimosetso e maloko a setšhaba a newang mahala .	18
7.3	Mekgwatsamaiso ya go kopa go tshedimosetso e e bonwang motlhofo.....	20
8.	MOKGWATSAMAISO WA GO KOPATSHEDIMOSETSO E MALOKO A SETŠHABA A SA KGONENG GO E BONA KWANTLE GA TIKATIKO ..	22
8.1	Mekgwatsamaiso wa go kopa go newa direkoto tse di bontshitsweng fa godimo.....	22
8.2.	Tsela ya go kopa go newa tshedimosetso	23
8.3	Go na le mefuta e mebedi ya dituediso tse di tshwanetseng go duelwa go ya ka Molao, e leng tuediso ya go dira kopo le tuediso ya go newa tshedimosetso (S22)	25
8.4	Go fudusiwa ga kopo	26
8.5	Direkoto tse di sa kgoneng go bonwa kgotsa tse di seyong	26
8.6	Go Busetša Morago Nako ya go Bona Direkoto	27
8.7	Tshwetso ka kopo le kitsiso ka yone	27
8.8	Go okediwa ga lobaka lwa nako lwa go berekana le kopo	28
8.9	Mekgwa ya duela.....	28

9. DITHARABOLOLO TSE DI LENG TENG FA DITAELO TSA MOLAO ONO DI SA IKOBELWA [KAROLO 14(1) (H) (H)]	29
9.1. Go gana kopo le Boikuelo jwa mo teng ga setheo kgatlanong le ditshwetso le maikuelo a ga MEC	29
9.2. Mokgwa-tsamaiso wa boikuelo jwa mo teng ga setheo	30
9.3. Dikopo tse di dirwang kwa kgotlatshekelo	31
10. TSELA YA GO DIRELWA DITIRELO TSENO LE DIPATLAFALO TSA MOKGWA-TSAMAIISO WA GO DIRA KOPO	31
11. GO BONWA GA MMANUALE (Karolo 14(3))	33
12. DITUEDISO TSE DI BATLEGANG TSA LEFAPHA	34
13. FOROMO YA GO KOPA GO NEWA REKOTO YA LEFAPHA	36
FOROMO A: GO KOPA GO NEWA REKOTO YA LEFAPHA	37
FOROMO B KITSISO YA BOIKUELO JWA MO TENG GA SETHEO	40
14. GO ROMELWA GA DIPEGO KWA SAHRC (KAROLO 32 YA MOLAO)	42
14.1 Go kopiwa ga tshireletsego ya direkoto le go romelwa ga direkoto go ya ka Karolo 32 ya Molao	42
14.2 Nako e dipego di tshwanetseng go romelwa go SAHRC ka yone go ya ka Karolo 32 ya Molao	43
14.3 Dipego tse di yang go Motlhankedi wa Bobalamatlotlo, Palamente kgotsa go Kgotlatheomolao	43
15. GO TSENGWA TIRISONG GA THULAGANYO YA GO NEWA MMANUALE WA TSHEDIMOSETSO WA LEFAPHA	43
16. GO TSHWARA DIKOPANO TSA KA METLHA TSA SETLHOPHA SA BOTSAMAISI TSE DI BUANG KA GO IKOBELWA GA MOLAO GO AKARETSA LE MMANUALE	44
17. MOFUTA O REKOTO E BATLIWANG E LE KA ONE	45
17.1 Go tlhomiwa ga Batlatsa-Batlhankedi ba Tshedimosetso, le Go Newa Maikarabelo ga Bone (Karolo 17 ya Molao)	45
17.2 Boikarabelo jwa go thusa mokopa-tshedimosetso (Karolo 19 ya Molao) (tsela ya go berekana le tshedimosetso e e kopilweng ke maloko a setšhaba)	46

MAMETLELELO "A": TŠHATE E E BONTSHANG DIKGATO TSE DI FAROLOGANENG - KOPO YA SEMMUSO YA GO NEWA TSHEDIMOSETSO YA LEFAPHA	48
MAMETLELELO "B": TŠHATE E E BONTSHANG DIKGATO TSE DI FAROLOGANENG TSA THULAGANYO YA MO TENG GA SETHEO YA BOIKUELO	49
18. TSHEKATSHEKO LE DITLHABOLOLO.....	49

1. KETAPELE

- 1.1 Molao wa Thotloetso ya go Bona Tshedimosetso, wa bo 2 wa ka 2000 o diragatsa tshwanelo ya go ya ka molaotheo ya go bona tshedimosetso epe fela e e tshwerweng ke Puso le tshedimosetso epe fela eo motho yo mongwe a nang le yone e e batlegang gore go sirelediwe ditshwanelo dipe fela.
- 1.2 Tshwanelo eno ke ya setšhaba kgotsa ya moagi ope wa Aforikaborwaya, ditlamo tsa puso le tsa poraefete jaaka go tlhalosiwa go Karolwana 32 ya Molaotheo, go tseweletsapele le go tlhoma mogopolo mo go tlhameng botsamaisi jo bo siameng jwa kgwebo.
- 1.3 Boikaelelo jwa Molao ke go rotloetsa go dirwa ga dilo kwantle ga go fitlha sepe le go sikara maikarabelo ga setšhaba (baagi le batho ka bongwe) le ke ditlamo tsa poraefete ka go kgontsha batho go newa tshedimosetso le go rotloetsa gore go nne le setšhaba se mo go sone batho ba Aforikaborwa ba kgonang go bona tshedimosetso go ba kgontsha go bona tshedimosetso gore ba kgone ka botlalo go diragatsa ditshwanelo tsa bone le go di sireletsa.
- 1.4 Go ya ka karolo 14 (1) ya Molao, "Motlhankedi wa Tshedimosetso" wa setlamo sa puso se se amegang o tshwanetse go kwala mmanuale ka ka bobotlana dipuo tsa semmuso di le tharo o o tlamelang ka tshedimosetso ka ditlhogo le ditlhopha tsa direkoto tse di tshwerweng ke setlamo seo.
- 1.5 Boikaelelo jwa mmanuale ke go diragatsa patlafalo eo e bile o tlamela ka dintlha-kakaretso tsa direkoto tse di tshwerweng ke Lefapha le dithulaganyo tse di tshwanetseng go latelelwa go fitlhelela direkoto tse di ntseng jalo.

- 1.6 Dikopo tsotlhe tsa go newa tshedimosetso (kwantle ga tshedimosetso e maloko a setšhaba sa kgonang go e bona motlhofo) di tshwanetse go romelwa go Motlhankedi wa Tshedimosetso jaaka go tthalosiwa mo go karolo 3 ya mmanuale ono.

2. MAIKAELELO A MMANUALE WA TSHEDIMOSETSO

Lefapha la Tlhabololo ya Metseselegae, Tikologo le Temothuo le lemoga maitlamo a lone a molaotheo e bile le ikemiseditse go a diragatsa ka:

- a. go rotloetsa go dirwa ga dilo kwantle ga go fitlha sepe le go sikara maikarabelo a ditiro tsa one ka go dira gore batho ba kgone go bona tshedimosetso;
- b. go rotloetsa le go tlhama ka tthagafalo maemo a mo go one go kgonegang gore bakopa-tshedimosetso ba kgone go bona tshedimosetso kwantle ga mathata ape;
- c. go tlhoma dikgato tse go ya bokgakaleng jo go kgonegang ka jone, bakopa-tshedimosetso ba kgone go bona direkoto tsa yone.

2.1 Se se sa tshwanelwang go lebalwa

- 2.1.1 Gore tshwanelo ya go newa tshedimosetso epe e e tshwerweng ke Lefapha e ka nna ya nna e e lekanyeditsweng go ya bokgakaleng jo ditekanyetso tseo e leng tse di lekaneng sentle ka jone le tse di tshwanetseng temokerasi e dilo di dirwang go ya ka yone e e dirang gore batho ba tshwarwe ka seriti, ka go lekalekana le ka kgololesego jaaka go tthalosiwa ke karolwana 36 ya Molaotheo le ka fa go tthalosiwang ka gone go Karolo 2 Kgaolo 4 ya Molao wa Thotloetso ya go Newa Tshedimosetso.

2.2 Ditekanyetso tse di tla dirisiwang

2.2.1 Tlhaloso ya tekanyetso e e tshwanelang Mmanuale ono wa Go Nawa Tshedimose tso e tla nna ya gore Lefapha la Tlhabololo ya Metseselegae, Tikologo le Temothuo le latelele mokgwa-tsamaiso o o tlhalosiwang wa PAIA fa o ntsha tshedimose tso e e kopiwang.

2.2.2 Botlhokwa jwa tekanyetso eno ke go rotloetsa go buisana ka tshosologo le go tlhoma ditsela tsa go ithaopa le tse di leng ka fa molaong kgotsa mekgwa-tsamaiso e e tla dirisiwang ya go naya batho tshwanelo ya go bona tshedimose tso ka bonako, ka tsela e e sa tureng le kwantle ga matsapa ape ka moo go ka kgonegang ka gone, go leka go dira dilo kwantle ga bofitlha bope, ka go sikaraba maikarabelo le go laola dilo ka tsela e e mosola mo setheong sa puso.

2.2.3 Melao e e Maleba le Dipholisi tse di tshwanelang Mmanuale ono wa Go Nawa Tshedimose tso ke:

2.2.3.1 Molao wa Thotloetsa ya go Nawa Tshedimose tso wa bo 2 wa ka 2000 (PAIA);

2.2.3.2 Kitsiso ya Puso: No. R 1244;

2.2.3.3 Kitsiso ya Puso: No. R 990;

2.2.3.4 Kitsiso ya Puso: No. R 187; and

2.2.3.5 Kitsiso ya Puso: No. R 223.

2.3 Ditekanyetso-potlana

2.3.1 Ditekanyetso-potlana tsa Mmanuale wa go Nawa Tshedimose tso jaaka di tlhalosiwa mo Molaong di ka mokgwa o o latelang:

2.3.3.1 Tlhomamisa gore Mmanuale wa Go Nawa Tshedimose tso o akaretsa ditiro tso tlhe jaaka go tlhalosiwa mo Molaong;

- 2.3.3.2 Tlhomamisa gore kaedi ya direkoto tse di tshwerweng ke Lefapha la Tlhabololo ya Metseselegae, Tikologo le Temothuo jaaka setlamo sa puso e akareditswe mo mmanualeng;
- 2.3.3.3 Go tlhomamisa gore Mmanuale wa Go Newa Tshedimosetso o tsamaisana le dipatlafalo tsotlhe tsa Karolo 14 ya Molao;
- 2.3.3.4 Go tlhomamisa gore Lefapha le ntsha le go ithaopela go ntsha le go senola direkoto / dikitsiso go ya ka Karolo 15 ya Molao kwantle ga gore motho a di kope go newa direkoto tsa mefuta eno bobotlana gangwe ka ngwaga (kgotsa gawngwe le gangwe);
- a) Go supa le go dira lenaane la direkoto tse di tshwanetseng go tsenngwa mo Mmanualeng wa Go Newa Tshedimosetso wa Lefapha le Pholisi ya Lefapha ya go Laola Direkoto le ka bonwa mahala;
- b) Go supa mo teng ga Mmanuale wa Go Newa Tshedimosetso wa Lefapha gore Lefapha le tla ntsha le go ithaopela go ntsha leng le go senola direkoto tseno ngwaga le ngwaga;
- c) Go supa mo teng ga Mmanuale wa Go Newa Tshedimosetso wa Lefapha gore:
- Tsela ya go dira kopo;
 - Di ka bonwa kae;
 - Mokgwa wa go newa direkoto tseno;
 - Dinomore, leina le aterese ya motho / motlhankedi yo o maleba yo go ka ikgolaganngwang le ene yo direkoto tseno di ka bonwang mo go ene, e leng direkoto tse di ka

kgonwang go bonwa motlhofo kwantle ga go boeletsa dithulaganyo tsa mokgwa-tsamaiso jaaka ditlhalosiwa ke Molao tse di ka bonwang ke maloko a setšhaba;

d) Go supa le go dira lenaane la ditlhopha tsa direkoto tse di boloketsweng go ka newa maloko a a di kopang a setšhaba jaaka fa Molao wa PAIA o tlhalosa le go tsenngwa mlo go tsa Mmanuale wa Go Newa Tshedimose tso wa Lefapha le Pholisi ya Lefapha la go Laola Direkoto; le

e) Go supa le go dira lenaane la ditlhopha tsa direkoto tse di se kitlangdi newa maloko a a di kopang a setšhaba ka ntlha ya polelwana ya semolao ya tekanyetso jaaka go tlhalosiwa ke Molao wa PAIA (Kgao;lo 4 Karolo 62 go ya go Karolo 70 ya Molao wa PAIA) le go tsenngwa ga tsone mo lenaaneng la Mmanuale wa Go Newa Tshedimose tso wa lefapha le Pholisi ya Lefapha ya go Laola Direkoto jaaka mabaka a a utlwalang a go se senole rekoto e e kopiwang ke mokopa-tshedimose tso.

2.3.3.5 Go tihomamisa gore Lefapha la Temothuo le la Tlhabololo ya Metseselegae le ntsha dipego tse di nepagetseng tse di yang go Khomišini ya Ditshwanelo tsa Batho Karolo 32 ya Molao (PAIA) ka ga:

a) Tsa ka fa e tsholang ka gone tshedimose tso e e kopilweng go ya ka Mmanuale wa Go Newa Tshedimose tso wa Lefapha;

b) Gore tshedimose tso e e kopilweng le go ntshiwa e tsamaisana ka botlalo le Molao go ya ka fa Molao 32 wa Molao (PAIA) o batlang ka gone;

- c) Go tlhomamisa gore go na le direkoto tse di lekaneng tse di bolokilweng mo Dipegong tsa Mafapha tsa Karolo 32 jaaka seno se amogetswe semmuso le go romelwa go SAHRC ka kotara le ka gangwe ka ngwaga jaaka seno se batlega go ya ka Molao; le
- d) Go ntsha dipego ka gale tse di yang go Motlhankedi wa Bobalamatlotlo wa Lefapha go akareta le SAHRC ka dikopo tsa ka gale tse di dirwang tse di amogelwang le dikopo tsa ka kakaretso tse di ntshiwang, tse di rekotiwang le tse di newang maloko a setšhaba go ba bolelela ka mokgwa ope fela o o tlwaelegileng thata.

2.3.3.6 Go tlhomamisa gore Mmanuale wa Go Newa Tshedimosetso wa Lefapha o tsenngwa tirisong ka botlalo ka tsela e go amogetsweng semmuso ka yone, mo:

- a) Go tlhama thulaganyo ya go tsenngwa tirisong gore go tsenngwe tirisong Mmanuale wa Go Newa Tshedimosetso wa Lefapha o tsenngwa tirisong ka botlalo ka tsela e go amogetsweng semmuso ka yone, le
- b) Go tlhama thulaganyo ya kgato ka kgato ya go boeletsa thulaganyo e e tlileng go tsenngwa tirisong (e e akaretsang go katisiwa ga motlhankedi wa tshedimosetso, motlatsa-motlhankedi wa tshedimosetso le motshwaramatlotlo mo PAIA).

2.3.3.7 Go bega ka go ikobelwa ga ditaello tsa Mmanuale wa Go Newa Tshedimosetso wa Lefapha kgatlhanong le dipatlafalo tsa Molao (PAIA) mo pegong ya ngwaga le ngwaga e e yang kwa Palamenteng / kgotlatheongmolao;

2.3.3.8 Go tlhomamisa gore go na le (kgwedi le kgwedi kgotsa ka kotara) dikopano tsa setlhopha sa botsamaisi ka ga Mmanuale wa Go Newa Tshedimose tso wa Lefapha go lekola go tsamaisana ga yone le molao le go o sekaseka ka go o bapisa le thulaganyo e e tla tsenngwang tirisong go ya ka Molao (PAIA):

- a) Go kwala dikopano tseno tsa setlhopha sa botsamaisi ka ditshwetso tse di tshwanetseng tse di dirilweng mo dikopanong tse di ntseng jalo tse kwa go tsone ditshekatsheko tseno tsa go bona gore a di tsamaisana le molao / ditshekatsheko tsa go di baya leitlho go dirilweng fa gare ga Mmanuale wa Go Newa Tshedimose tso wa Lefapha le thulaganyo ya go di tsenya tirisong kgatlhanong le dipatlafalo tsa Molao wa PAIA;
- b) Go rekota dikgato / ditshitshinyo / maikano ape a a tsamaisanang le molao, tokafatso ya tekanyetso ya go ikobela molao e ne ya tlhaga go tswa mo dikopanong tseno tsa setlhopha sa botsamaisi ka ditshekatsheko tse di ntseng jalo tsa gangwe le gape;
- c) Go baya leitlho le go tsaya kgatelopele ka motlhala ka maitlamo ape efla a a rekotilweng go tswa mo dikopanong tseno tsa setlhopha sa botsamaisi, le gore a maitlamo ano a ne a rarabololwa sntle, a tsenngwa tirisong, a latedisiwang go rarabololwa, ka thulaganyo e e tokafaditsweng ya go a tsenya tirisong;

2.3.3.9 Go tlhomamisa gore pholisi ya setlhopha sa botsamaisi ya direkoto ya Lefapha la Tlhabololo ya Metseselegae, Tikologo le Temothuo e lolamisitswe ka botlalo le ka tshwanelo le Mmanuale wa Go Newa Tshedimose tso wa Lefapha go ya ka fa Molao o batlang ka gone;

- 2.3.3.10 Go tihomamisa gore Motlhankedi wa Tshedimose tso le Motlatsa-Motlhankedi wa Tshedimose tso ba katisiwa ka mo go lekaneng go ba kgontsha go diragatsa dipatlafalo tsa Molao ka tshwanelo ka tsela e go tihalositsweng ka yone, le gore di sekasekwe gape fa go tlhokega;
- 2.3.3.11 Go tihomamisa gore go na le lekwalo la tlhopho e e tshwanetseng e e dirilweng la Motlhankedi wa Tshedimose tso le Motlatsa-Motlhankedi wa Tshedimose tso jaaka go tihalosiwa mo Mmanualeng wa Go Newa Tshedimose tso wa Lefapha o o tihabololwang fa tlhokego ya go dira jalo e nna gone;
- 2.3.3.12 Go tihomamisa gore go na le Tumulano ya go Dira Tiro le Ditlhaloso tsa Tiro tsa Motlhankedi wa Tshedimose tso le Motlatsa-Motlhankedi wa Tshedimose tso jaaka go tihalosiwa mo Mmanualeng wa Go Newa Tshedimose tso wa Lefapha o o tihabololwang fa tlhokego ya go dira jalo e nna gone;
- 2.3.3.13 Go tihomamisa gore Mmanuale wa Go Newa Tshedimose tso wa Lefapha wa Lefapha go ya ka Karolo 14 ya Molao (PAIA) o phasaladiwa ka tsela e e tihalosiwang ke Kitisiso ya Karolo 15 ya Kasete e e dirilweng ke DOJCD jaaka Deitha ya bobedi;
- 2.3.3.14 Go bolelea Khomišini ya Ditshwanelo tsa Batho ka Motlhankedi wa Tshedimose tso wa Lefapha yo o Tlhophilweng, (Ba)Motlatsa-Motlhankedi wa Tshedimose tso wa Mmanuale wa Go Newa Tshedimose tso wa Lefapha go ya ka Karolo 10(2)(b)(i) & (ii) ya Molao.

3. DITIRO TSA LEFAPHA LA TLHABOLOLO YA METSESELEGAE, TIKOLOGO LE TEMOTHUO LA BOKONE BOPHIRIMA

3.1 Lefapha la Tlhabololo ya Metseselegae, Tikologo le Temothuo ke lefapha la Porofense ya Bokone Bophirima mme le ikarabela ka ditirelo tsotlhe tsa tlhabololo ya temothuo le ya metse-selegae mo porofenseng, seno se tla akaretsa ditiro tse di latelang:

- Botsamaisi jwa Lefapha la tsa Badiri
- Tlhabololo ya Go Tshegetsatsa Balemirui
- Ditirelo tsa Bongaka jwa Diphologolo
- Ditirelo tsa Tlhabololo ya Patlisiso le Thekenoloji
- Ditirelo tsa Ikonomi ya Temothuo
- Thuto le Katiso e e Rulagantsweng ya Temothuo
- Ditirelo Tsa Tlhabololo ya Metse-selegae

Ponelopele ya Rona

Ponelopele ya Lefapha ke “**Setheo sa temothuo se se kitlaneng le se se gatetseng pele mo kgolong ya ikonomi le tlhabololo e e kopantsweng ya metse-selegae**”

Maikaelelo a Rona

Mokgele wa Lefapha ke “**Go dira le badirisani mmogo ba rona go tlamela ka ditirelo tsotlhe tsa tlhabololo ya temothuo le ya metse-selegae**”

Mekgwa e re dirang dilo ka yone

Boineelo

Boikanyegi

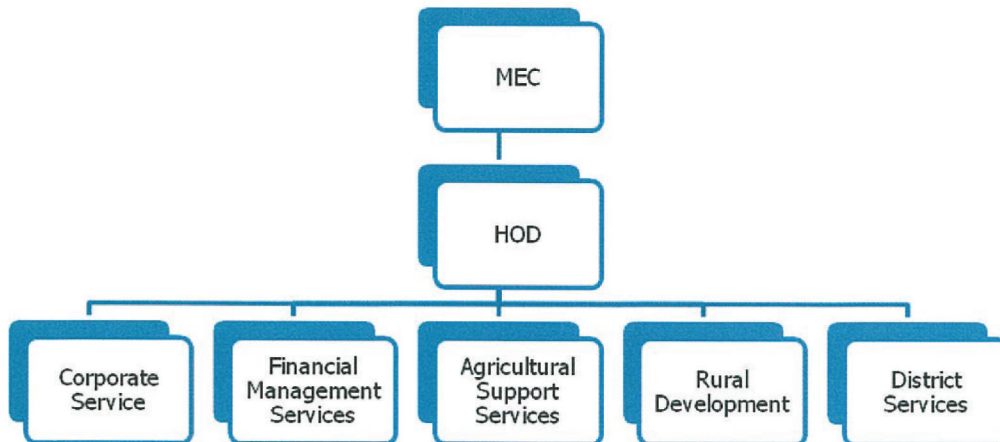
Tlhagiso-dikumo

Mabaka a Mokgele ono

Go ikemisetsa go tla ka ditharabololo

Go dira mmogo jaaka setlhopha

3.2 Ka fa Setlamo se Rulagantsweng ka Gone



4. DINTLHA-KGOKAGANO GO YA KA (KAROLO 14(1)(b))

4.1 Bakopa-tshedimosetso ba tshwanetse go romela dikopo tsotlhe kwa Motlhankeding wa Tshedimosetso, kwa dintlha-kgokaganong tse di bontshitsweng fa tlase:

Maemo mo Tirong: Tlhogo ya Lefapha

Aterese ya Tiro : Lefapha la Tlhabololo ya Metse-Selegae,
Tikologo le Temothuo
Agricentre Building
Cnr Dr James Moroka Drive
And Stadium Road, Mahikeng

Aterese ya Poso : Private Bag X2039
Mmabatho
2735

Nomere ya Mogala: 018 389 5146

Nomere ya Fekese : 018 392 4773

4.2 **Motlatsa-Motlhankedi wa Tshedimosetso**

Maemo mo Tirong	:	Mmenejara wa Tshireletsego
Aterese ya Tiro	:	Lefapha la Tlhabololo ya Metse- Selegae, Tikologo le Temothuo Agricentre Building Cnr Dr James Moroka Drive and Stadium Road, Mahikeng
Aterese ya Poso	:	Private Bag X2039 Mmabatho 2735
Nomoro ya mogalao	:	018 389 5163
Nomoro ya Fekese	:	018 389 5984

5. **KAELO YA KHOMIŠINI YA DITSHWANELO TSA BATHO YA AFORIKABORWA (SAHRC) YA TSELA YA GO DIRISA MOLAO (KAROLO 10 YA MOLAO)**

5.1 Kaelo ya tsela ya go dirisa PAIA e ka bonwa kwa **SAHRC**. Dipotso di le romelwa kwa:

SAHRC

Yuniti ya PAIA

Lefapha la Patlisiso le la Poloko ya Direkoto

Aterese ya poso	:	Private Bag x 2700 Houhton, 2041
Nomoro ya Mogala	:	(011) 484 8300
Fekese	:	(011) 484 1360
Imeile	:	paia@sahrc.org.za

6. DITIRELO TSE LEFAPHA LE DI DIRELANG SETŠHABA

Tiro ya konokono ya lefapha ke go tlamela ka ditirelo tsotlhe tsa tlhabololo ya temothuo le ya metse-selegae, le go dira mo setlamong sa temothuo. Boikarabelo jwa lefapha bo golagane le Dithulaganyo tse dingwe tsa Ditirelo tsa Bosetšhaba, Dithusa tsa Madi a a Tswang kwa Pusong, Ditheo tsa Puso le Ditheo tsa Poraefete

6.1 MANANEO A READ

6.1.1 Kantoro ya Mokhuduthamaga

6.1.2 Setlhopha sa Botsamaisi sa Khampase

6.1.3 Mokaedi-Mogolo: Ditirelo tsa Kgwebo

6.1.4 Mokaedi-Mogolo: Ditirelo Tsa Botsamaisi Jwa Ditšhelete

6.1.5 Mokaedi-Mogolo: Ditirelo tsa Kemonoekng tsa Temothuo

6.1.6 Mokaedi-Mogolo: Tlhabololo ya metse-selegae

6.1.7 Mokaedi-Mogolo: Ditirelo tsa Kgaolo

6.2 DITIRO

6.2.1 KANTORO YA MOKHUDUTHAMAGA

Go tlamela la boeteledipele jo bo logetsweng maano jo bo mosola jwa sepolotiki

6.2.2 SETLHOPHA SA BATSAMAISI-BAGOLO

[Kantoro ya ga Tlhogo ya Lefapha](#)

E laola le go okamela Boeteledipele le Botsamaisi jo bo Logetsweng Maano jwa Tsamaiso e e mosola

Ditirelo tsa Tshireletso

E tlamela ka Tshireletsego le go Rekota Ditirelo tsa Setlhopha sa Botsamaisi

Go Laola Kgonagalo ya Go Nna le Ditatlhegelo Tsa Madi

Go baya leitlho le go sekaseka boleng jwa mekgwa ya go laola kgonagalo ya go nna le ditatlhegelo tsa madi, go laola Thibelo ya Bonweenwee, ditsela tsa mo teng ga setheo tsa go laola dilo le ditirelo tsa thekenoloji ya tshedimosetso

6.2.3 MOKAEDI-MOGOLO: DITIRELO TSA KGWEBO

- Tsela ya go Laola Ditirelo tsa Botsamaisi jwa Lefapha la tsa Badiri
- Tsela ya go Laola Ditirelo tsa Tlhabololo ya Lefapha la tsa Badiri
- Tsela ya go Laola Ditirelo tsa Tlhaeletsano

6.2.4 MOKAEDI-MOGOLO: DITIRELO TSA BOTSAMAIISI JWA DITŠHELETE

- Tsela ya go Laola Botsamaisi Jwa Diakhaonto le Tsamaiso ya go Rulaganya
- Go tlamela ka Boeteledipele jwa go tsenngwa tirisong ga Botsamaisi jwa Madirelo a a Tlhagisang Dikumo
- Go Tlamela ka botsamaisi jwa go tsenngwa tirisong ga taolo ya ditsamaiso tsa mo teng ga setheo
- Go tlamela ka kaelo e e logetsweng maano ya go dirisa ditsompelo ka Botlalo

6.2.5 MOKAEDI-MOGOLO: DITIRELO TSA KEMONOKENG TSA TEMOTHUO

- Botsamaisi jwa Ditirelo tsa Bongaka jwa Diphologolo
- Botsamaisi jwa Katiso e e Rulagantsweng ya Temothuo le go
Tlhomelela Badiri
- Botsamaisi jwa Ikonomi ya Temothuo
- Go Tlamela ka Ditirelo tsa Botsamaisi jwa go Laola Dikotsi le Tiro ya
Namolo ya Setheo
- Botsamaisi jwa Pholisi le Thulaganyo

6.2.6 MOKAEDI-MOGOLO: TLHABOLOLO YA METSE-SELEGAE

- O okamela ditirelo tsa tlhabololo ya kgwebo ya metse-selegae le
kgwebo ya temothuo
- O tlhofofatsa go rulaganngwa ga tlhabololo ya metse-selegae le
diporojeke tsa maemo a bobedi tse di oketsang boleng
- O tlhofofatsa go tlhomiwa le go tshegediwa ga mekgatlho-kgwebo le
ditheo tse dingwe tsa semolao
- Go tlamela ka mananeo a a kopantsweng a tshireletsego ya dijo

6.2.7 MOKAEDI-MOGOLO: DITIRELO TSA KGAOLO

Botsamaisi jwa ditirelo tsa kemonokeng ya temothuo le tsamaiso mo
dikgaolong di le nne tsa Porofense, e leng:

- Kgaolo ya Ngaka Modiri Molema
- Kgaolo ya Bojanala
- Kgaolo ya ga Ngaka Ruth Segomotsi Mompati
- Kgaolo ya ga Ngaka Kenneth Kaunda

7. GO NEWA DIREKOTO TSE DI TSHWERWENG KE DARD (KAROLO 14(1)(D))

7.1. Tshedimose tso e e Bonwang Motlhofo (Karolo 14(1)(e))

7.1.1 Molao ono o fa mokopa-tshedimose tso tetla ya go newa direkoto tsa Lefapha, fa e le gore rekoto eo e batlega ka maikaelelo a go diragatsa ditshwanelo dipe fela kgotsa go di sireletsa. Fa se?lamo sengwe sa baagi se dira kopo, setlamo seo se tshwanetse sa bo se dira jalo mo boemong jwa baagi.

7.1.2 Dikopo tsa go ya ka Molao ono di tshwanetse go dirwa go tsamaisana le dithulaganyo tsa teng, ka dituelo tse di tlhomilweng.

7.1.3 Ntle le fa tshedimose tso e e kopilweng e ntshiwa mahala, o ka nna wa kopiwa go duela tuediso ya kopo le ya go newa tshedimose tso.

7.1.4 Se se latelang fano ke ditlhopha tsa direkoto tsa lenane la serapa 8.2 fa tlase, tse di ntshiwang ke Lefapha, tse motho a kgonang go di newa kwantle ga gore a dire kopo ya go di newa go ya karolo ya Molao 15(2):

7.2 Lenaane la Tshedimose tso e maloko a setšhaba a newang mahala

- Mananeo a Molao fa e sa le ka 1994
- Direkoto tsa tlhabololo ya molao
- Molaotheo, Molao 108 wa ka 1996

- Molao wa Aforikaborwa wa Koporasi ya Botlhabelo jwa Diphologolo wa ka 1992
- Molao o o Dirang wa Tshireletso ya Diphologolo wa bo 24 wa ka 1935
- Molao wa Menontsha, Lefelo la go Rorela Dijo tsa Diphologolo, Ditharabololo tsa Mathata a Temothuo le Ditharabololo tsa Mathata a Diruiwa wa bo 37 wa ka 1947
- Molao wa Tshireletso ya Diphologolo wa bo 71 wa ka 1962
- Molao wa go Tlhaola Diphologolo wa bo 6 wa ka 2000
- Molao wa go Nontsha Diphologolo wa bo 62 wa ka 1998
- Molao wa Pholo ya Diphologolo wa bo 7 wa ka 2002
- Molao wa Banka wa Tlhabolol ya Ditsha le Temothuo wa bo 15 wa ka 2002
- Molao wa Botsamaisi jwa Dikoloto tsa Temothuo wa bo 45 wa ka 2001
- Molao wa Tshireletsego ya Nama wa bo 40 wa ka 2000
- Molao wa Onderstepoort wa Dikumo tsa Baeoloji wa Go Kopanya Dikumo wa bo 19 wa ka 1999
- Agricultural Laws Rationalisation Act 72 of 1998
- Molao wa go Ditshenekegi tse go Fetotsweng Dijini tsa Tsone wa bo 15 wa ka 1999
- Molao wa Go Maketa Dikumo tsa Temothuo wa bo 46 wa ka 1996
- Thulaganyo ya Lefapha e e Amogetsweng Semmuso.
- Dikhopi tsa dipuo tse di neetsweng ke Mokhuduthamaga.
- Diforomo tsa Tirelosetšhaba.
- Dikgatiso tsa go buelela temothuo le Dikaelo tsa Porofense
- Dikanego tsa ditšhelete tse go dirilweng tiro ya boruni mo go tsone.

- Direkoto tsa poraefete fa di kopiwa ke mong wa tsone / motlhankedi wa Puso/ Modiredipuso kgotsa mong wa losika.
- Ditirelo tse di dirwang ke ditheo/Dikgaolo le ke Dikago tse di Dirwang mo go Tsone.
- Dintlhakgokagano tsa lefapha.
- Dipego Tsa Ngwaga le Ngwaga.
- Ditekanyetso tsa Tirelo le Ditlwaelo.
- Dithulaganyo tse di logetsweng maano, Melao le Melawana.
- Makwalodikgang, diphousetara le Diboroutšhara.
- Kgatiso ya papatso ya diphatlhatiro.
- Kgatiso ya papatso ya Dithendara.

Dikgatiso tse dingwe

- Dipego Tsa Ngwaga le Ngwaga
- Makwalodikgang
- Dibukana
- Diboroutšhara

Buka epe e nngwe e e gatiseditsweng go ka lejwa ke maloko a setšhaba e e ka nnang ya gatisiwa nako le nako

7.3 Mekgwatsamaiso ya go kopa go tshedimose tso e e bonwang motlhofo

7.3.1 Dikopo tsotlhe tsa go newa tshedimose tso e e bonwang kwantle ga tikatiko/le e bonwang ka go ithaopela go e senola, mmogo le dipotsokakaretso ka ga go nna gone ga tshedimose tso di tshwanetse:

- 7.3.1.1 Go romelowa go Motlatsa-Motlhankedi wa Tshedimosetso ka dintlha-kgokagano tse di maleba, aterese le mainaa batlhankedi jaaka go kailwe ka fa tlase ga karolo 5 ya Mmanuale ono wa Go Newa Tshedimosetso wa Lefapha;
- 7.3.1.2 Go seng jalo o ka bona lenaane mo atereseng ya webosaete ya Lefapha mo www.nwpg.gov.za/temothuo
- 7.3.1.3 Lenaane la tshedimosetso ya direkoto tsemi kgonang go bonwa mahala le teng mo teng ga Mmanuale ono wa Go Newa Tshedimosetso ka fa tlase ga karolo ya 8.2 fa godimo;
- 7.3.1.4 Direkoto tsemi tse di kgonang go bonwa kwantle ga tikatiko di phasaladiwa ngwaga le ngwaga ka kgwedi ya Moranang wa ngwaga mongwe le mongwe mo atereseng ya webosaete ya Mafapha www.nwpg.gov.za/temothuo
- 7.3.1.5 Ga go na kopo ya semmuso e e batlegang kgotsa foromo e e diretsweng go tladiwa, gore o bone kgotsa gore o newe tshedimosetso eno e e tsentsweng mo setlhopheng sa gore ke e e bonwang kwantle ga tikatika/ kgotsa e e bonwang ka go ithaopela go e senola go ya ka melawana ya Molao; gape
- 7.3.1.6 Ga go na kopo ya tuediso kgotsa tuediso ya go newa tshedimosetso e e tthalosiwang go ya ka Molao wa tshedimosetso eno e e tsentsweng mo setlhopheng sa gore ke e e bonwang kwantle ga tikatika/ kgotsa e e bonwang ka go ithaopela go e senola go ya ka melawana ya Molao.

7.3.1.7 Fa direkoto tse di kgonang go bonwa kwantle ga tikatiko di setse di lekwa Mabolokelotshedimosetsong a Bosetšhaba gore di bolokwe, direkoto di tla ntshiwa go ya ka melao ya gore direkoto tseo di ka kgona go sekasekwa:

- Molao wa Thotloetsa ya go Nwa Tshedimisetso (Molao wa bo 2 wa ka 2000)
- Molao wa Tshireletso ya Tshedimisetso (Molao wa bo 84 wa ka 1982)k
- Mabolokelotshedimisetso a Bosetšhaba le Direkoto tsa Molao wa Aforikaborwa (Molao wa bo 42 wa ka 1996)

8. MOKGWATSAMAISO WA GO KOPATSHEDIMOSE TSO E MALOKO A SETŠHABA A SA KGONENG GO E BONA KWANTLE GA TIKATI KO

8.1. Mokgwatsamaiso wa go kopa go newa direkoto tse di bontshitsweng fa godimo

8.1.2 Mokopa-tshedimisetso o tshwanetse dira dilo go ya ka dipatlafalo tsotlhe tsa mekgwa-tsamaiso e e tlhalosiwang mo Molaong o o amanang le kopo ya go newa rekoto; gape

8.1.3 Ga go ganwe ka rekoto eo ka ntlha ya lebaka lepe fela la go gana le le umakiwang mo Molaong.

8.1.4 Mabaka a a utlwalang a go gana gore motho a newe rekoto a laolwa ke Molao mme go newa direkoto tseo ga go letlelelwe gore maloko a setšhaba a se ka a nna le kitso ka tsone le go e e laolwang ke Molao. Mabaka ano a semolao ke mabaka a a utlwalang a go gana go newa rekoto e e amanang le dintlha tse di sa akarediweng tseno tse di laolwang le ditekanyetso tsa tshwanelo ya go newa tshedimisetso ya rekoto nngwe ka mokgwa o o latelang:

- Patelesego ya go sireletsa tshedimose tso ya poraefete ya motho wa boraro yo e leng motho wa tlhago;
- **Patelesego ya go sireletsa tshedimose tso ya kgwebo ya motho wa boraro;**
- **Patelesego ya go sireletsa tshedimose tso ya khupamarama ya motho wa boraro;**
- Patelesego ya go sireletsa tshireletse go ya batho le go sireletsa dithoto;
- Patelesego ya go sireletsa direkoto tse go tlhagisiwa ga tsone e leng tshiamelo mo dikgotlatshekelong;
- Tshedimose tso ya kgwebo ya setlamo sa poraefete;
- Patelesego ya go sireletsa tshedimose tso ya patlisiso ya motho wa boraro le go sireletsa tshedimose tso ya patlisiso ya setlamo sa poraefete; le
- Patelesego ya tshireletso e setšhaba se nang le yone.

8.2 Tsela ya go kopa go nwa tshedimose tso

- 8.2.1 Mokopa-tshedimose tso o tshwanetse go tlatsa foromo e e tshwanang le e e gatistsiweng mo Kaseteng ya Puso (Kitsiso ya Puso ya R 187 - 15 Tlhakole - FOROMO A) (e e mametleletsweng kwa bokhutlong jwa Mmanuale)

- 8.2.2 Mokopa-tshedimose tso o tshwanetse go supa sebopego kgotsa mokgwa o a batlang go newa tshedimose tso ka one jaaka go tlhalosiwa go Karolo 29;
- 8.2.3 READ e tla ntsha tshedimose tso ka sebopego se e kopilweng ka sone ntle le fa e le gore seo se tla kgoreletsa go dira sentle ga READ
- 8.2.4 Fa go ntshiwa tshedimose tso, go tla akanyediwa ka tshwanelo gore tshedimose tso e sirelediwe, go tshwanetse ga duelelwa ditshwanelo tsa tetlokhopi le dituelelo tsa kopo kgotsa tsa go newa tshedimose tso jaaka go tlhalositswe pele go berekanwa le kopo eo, pele e batlwa le go baakanngwa pele e ntshiwa;
- 8.2.5 Mokopa-tshedimose tso yo o emetseng motho yo mongwe o tshwanetse go tlhagisa dintlha ka botlalo tsa maemo a tiro a motho yoo a leng mo go one; s 18(2)(f)
- 8.2.6 Mokopa-tshedimose tso yo o sa kgoneng go buisa le go kwala kgotsa yo o tlhokang thuso ya go tlatsa foromo, a ka nna a tlhatlhela kopo ka molomo mme Motlatsa-Motlhankedi wa Tshedimose tso o pateleseag go thusa mokopa-tshedimose tso yoo s 18(3).
- 8.2.7 Fa Motlhankedi wa Tshedimose tso a sa kgone go dira tshwetso malebana le kopo ya go newa tshedimose tso mo malatsing a le 30 kopo e sena go amogelwa, go tla tsewa gore Motlhankedi wa Tshedimose tso o ganne go ntsha tshedimose tso

8.3 Go na le mefuta e mebedi ya dituediso tse di tshwanetseng go duelwa go ya ka Molao, e leng tuediso ya go dira kopo le tuediso ya go newa tshedimose tso (S22)

8.3.1 Mokopa-tshedimose tso yo o batlang go newa rekoto e e nang le tshedimose tso ya poraefete ka ga gagwe ga a tlhoke go duela tuediso ya kopo. Mokopa-tshedimose tso ope yo mongwe, yo o e seng mokopi yo o batlang go newa rekoto e e nang le tshedimose tso ya gagwe ya poraefete, o tshwanetse go duela tuediso e e batlegang ya kopo ya R35:-

8.3.2 Tuediso di tshwanets go tsenngwa mo teng ga akhaonto ya lotseno ya Mafapha mme bosupi jwa tuelo bo tshwaraganngwe le diforomo tsa kopo.

8.3.3 Motlhankedi wa tshedimose tso o tshwanetse go itsise Mokopa-tshedimose tso (fa e se yo o kopang go newa tshedimose tso ya gagwe ya poraefete) ka lekwalo, gore Mokopa-Tshedimose tso a duele tuediso e e batlegang (fa e le teng) pele kopo e ka simololwa go baakanngwa go ya pele.

8.3.4 Mokopa-tshedimose tso a ka nna a tlhatlhela boikuelo jwa mo teng ga setlamo, kgotsa go dira kopo kwa kgotlatshekelong kगतलhanong le thendara kgotsa tuediso ya kopo.

8.3.5 Mokopatshedimose tso a ka nna a tlhatlhela boikuelo jwa mo teng ga setlamo, fa go tshwanela, kgotsa go dira kopo kwa kgotlatshekelong kगतलhanong le thendara kgotsa tuediso ya kopo.

8.3.6 Fa Motlhankedi wa Tshedimose tso a sena go dira tshwetso ka kopo

Mokopa-tshedimose tso o tshwanetse go itsisiwe ka tshwetso eo ka tsela e Mokopa-tshedimose tso a neng a batla go itsisiwe ka yone.

8.3.7 Fa a newa kopo ya gagwe o tla duedisiwa tuediso e nngwe ya go batla rekoto, go e baakanya, go e tlhagisa gape le go duelela nako epe e e fetileng diura tse di beilweng tsa go batla le go baakanya rekoto eo gore e ntshiwe.

8.3.8 Rekoto ga e kitla e ntshiwa go fitlha dituediso tsotlhe di duetswe.

[Leba foromo e e mametleletsweng ya dituediso tse di batlegang tsa Ditlamo tsa Puso, e e tserweng go tswa go Karolo II ya Kitsiso 187 mo Kaseteng ya Puso ka di 15 Tlhakole 2002]

8.4 Go fudusiwa ga kopo

8.4.1 Dikopo tsa direkoto tse di sa tshwarwang kgotsa tse di sa laolweng ke Lefapha mme e le tse di tshwerweng ke Setlamo se sengwe sa Puso di tla fudusediwa kwa Setlamo sa Puso se se maleba mme Mokopa-tshedimose tso o tla itsisiwe dintlha tsotlhe ka go fudusiwa ga tsone mo lobakeng lwa malatsi a le 14 fa kopo e sena go amogelwa. [S 20(I)(c)].

8.5 Direkoto tse di sa kgoneng go bonwa kgotsa tse di seyong

8.5.1 Fa go tserwe dikgato tsotlhe ka moo go kgoneng ka gone go batla rekoto mme go na le mabaka a a utlwalang a go dumela gore rekoto e tshwerwe ke READ mme e latlhegile kgotsa e senyegile kgotsa e seyo, Motlhankedi wa Tshedimose tso o tshwanetse go itsise Mokopa-tshedimose tso ka lekwaloikano gore ga go kgonegego mo naya rekoto eo.

8.5.2 Lekwaloikano le tshwanetse go bega dikgato tsotlhe tse di tserweng tsa go batla rekoto e e batliwang kgotsa go batlisisa gore a rekoto eo e teng, go akaretsa le go bua le mongwe le mongwe yo o dirileng patlisiso eo mo boemong jwa Motlhankedi wa Tshedimose tso.

8.6 Go Busetša Morago Nako ya go Newa Direkoto

8.6.1 Fa nako ya go newa rekoto e busediwa morago go ya ka (karolo 24(I)) ya Molao, Mokopa-tshedimose tso o tla itsisiwe ke Motlhankedi wa Tshedimose tso gore a ka nna a tlhatlhela kopo ya gore ke eng fa a batla rekoto pele ga kgatiso kgotsa e gololwa mo malatsing ale 30 morago ga go amogelwa ga kitsiso.

8.7 Tshwetso ka kopo le kitsiso ka yone

8.7.1 Motlhankedi wa Tshedimose tso/Motlatsa-Motlhankedi wa Tshedimose tso yo kopo ya go newa tshedimose tso e rometsweng kwa go ene kgotsa e fuduseditsweng kwa go ene, mo malatsing a le 30 morago ga go amogelwa ga kopo:-

8.7.2 O tla itsise Mokopa-tshedimose tso ka tshwetso ya go mo naya rekoto, dituediso tse di tshwanetseng go duelwa tsa go newa rekoto, sebopego se a tla e newang e le ka sone, tshwanelo ya Mokopa-tshedimose tso ya go dira boikuelo kgatlhanong dituediso tsa go newa rekoto/sebopego se a newang rekoto e le ka sone le mokgwa-tsamaiso wa go tlhatlhela boikuelo.

8.7.3 O tla itsise Mokopa-tshedimose tso ka tshwetso yago gana go mo naya rekoto, o tla tlhalosa mabaka a a lekaneng a go gaka ka yone le go itsise Mokopa-tshedimose tso ka ditshwanelo tsa gagwe tsa go tlhatlhela kopo ya go dira boikuelo le mokgwa-tsamaiso o gantsi o latelwang.

8.8 Go okediwa ga lobaka lwa nako lwa go berekana le kopo

8.8.1 Motlhankedi wa Tshedimosetso/Motlatsa-Motlhankedi wa Tshedimosetso yo kopo e fuduseditsweng kwa go ene a ka nna a oketsa lobaka lwa malatsi a le 30 a a batlegang gangwe fela pele a araba kopo gore e ne lobaka lo lo oketsegileng lo lo sa feteng malatsi a mangwe gape a le 30 fa a sena go bolelela Mokopa-tshedimosetso pele ka seo. Mokopa-tshedimosetso o tshwanetse go dumalana le go okediwa ga lobaka loo ka go kwala lekwalo, [S 26(2)].

8.9 Mekgwa ya Duela

Mokopa-tshedimosetso ope yo mongwe, yo e seng mokopi yo o batlang go newa rekoto e e nang le tshedimosetso ya gagwe ya poraefete, o tshwanetse go duela tuediso e e batlegang ya kopo. Mokopa-tshedimosetso o tshwanetse go tsenya tuediso ya kopo mo teng ga akhaonto ya banka ya READ (mme READ e tla naya Mokopa-tshedimosetso leina la banka le dinomore tsa yone). Selipi sa tuelo se tshwanetse go romelelwa Motlatsa-Motlhankedi wa Tshedimosetso wa READ pele go baakanngwa kopo epe.

Dintlha tsa Akhaonto ya Banka ya READ:

Banka	:	First National Bank
Mong wa Akhaonto	:	Lefapha la Tlhabololo ya Metse-Selegae, Tikologo le Temothuo
Nomoro ya Akhaonto:	:	Dintlha di tla ntshiwa fa kopo e sena go dirwa
Nomoro ya Lekala	:	Dintlha di tla ntshiwa fa kopo e sena go dirwa

Go botlhokwa go ela tlhoko ditaelo tsa karolo 22(1) tsa Molao tse di bontshang gore ga go kitla go baakanngwa kopo epe fa go ise go duelwe tuediso ya go dira kopo.

Leba lenaane le le mametleletsweng fano lele tihalosiwang ke PAIA kwa bokhutlong jwa Mmanuale

**9 DITHARABOLOLO TSE DI LENG GONE FA MOLAO
DI SA IKOBELWA (S 14 (1) H)**

**9.1 Go ganwa ga kopo le maikutlo a moteng ga setheo kgatlhanong
le ditshwetso tse di dirilweng**

9.1.1 Molao o letla gore go ka dira boikuelo jwa mo teng ga setheo kgatlhanong le tshwetso ya Motlhankedi wa Tshedimose tso kgotsa ya Motlatsa-Motlhankedi wa Tshedimose tso ka ntlha ya mabaka a a latelang:

(a) go gana ka tshedimose tso; kgotsa

(b) tshwetso e e dirilweng go ya ka karolo 22, 26 (1) kgotsa 29 (3)

9.1.2 Mokhuduthamaga ke ene yo o maleba yo o tshwereng taolo ya go sekaseka tshwetso epe e e dirilweng ka boikuelo jo bo dirilweng.

Motho yo o hutsafaditsweng ke seno a ka nna a ya kwa Dikgotlatshekelong fa a sa kgotsofadiwa ke tshwetso ya Mokhuduthamaga.

9.2 Mokgwa-tsamaiso wa boikuelo jwa mo teng ga setheo

- Fa Mokopa-tshedimose tso/motho wa boraro a tlhatlhela boikuelo, foromo ya go dira boikuelo (mametlelelo B e e tshwaragantsweng le Mmanuale) e tshwanetse go tladiwa le go romelwa go Motlhankedi wa Tshedimose tso mo malatsing a le 60.
- O tshwanetse go tthaola setlhogo sa boikuelo jwa mo teng ga setheo le go tlhalosa mabaka a boikuelo jwa mo teng ga setheo e bile a ka akaretsa le tshedimose tso epe e nngwe e e maleba e e itsiweng ke modira-boikuelo.
- Boikuelo jwa mo teng ga setheo bo tshwanetse go tlhalosa mokgwa le go nna le dintlha tse modira-boikuelo a eletsang go bolelelwa ka tsone ka tshwetso ya boikuelo jwa mo teng ga setheo mo godimo ga karabo e a e romeletsweng ka lekwalo mme a kwale aterese ya poso le nomore ya fekese.
- Motlhankedi wa Tshedimose tso o tla romela maikuelo otlhe a mo teng ga setheo le ditokomane tse di tsamayang le one kwa go Motlatsa-Motlhankedi wa Tshedimose tso, yo ene a di tomelang go Balaodi ba ba Maleba, ba mo kgannyeng eno e tla nnang Mokhuduthamaga.
- Motlhankedi wa Tshedimose tso wa o tla bolelela Mokopa-tshedimose tso/motho wa boraro ka dipholo tsa boikuelo jwa mo teng ga setheo.

Mokopa-tshedimose tso/motho wa boraro yo o sa kgotsofalelang dipholo tsa boikuelo jwa mo teng ga setheo a ka tlhatlhela kopo kwa kgotlatshekelo mo tsamaong ya malatsi a le 30 morago ga go amogela karabo gore go dirwe tshwetso ya bofelu ka yone.

9.3 Kopo e e dirwang kwa kgotlatshekelong

9.3.1 Dikopo malebana le tshwetso ya Mokhuduthamaga kgotsa

motho yo o tlophilweng ke Mokhuduthamaga ka lekwalo

- Mokopa-tshedimose tso/motho wa boraro, fa a sena go dirisa mokgwa-tsamaiso wa boikuelo jwa mo teng ga setheo kgatlhanong le tshwetso ya Motlhankedi wa Tshedimose tso kgotsa ya Motlatsa-Motlhankedi wa Tshedimose tso, a ka nna a tlatlhela kopo kwa kgotlatshekelong gore a bone thuso.

- Mokopa-tshedimose tso/motho wa boraro yo boikuelo jwa gagwe jwa mo teng ga setheo bo sa atlegang kgotsa yo o hutsafaditsweng ke tshwetso ya Mokhuduthamaga kgotsa ya motho yo Mokhuduthamaga a mo tlhomileng ka lekwalo ya go se letlwe ga gagwe go tlatlhela boikutlo morawgo ga nako go ya ka karolo 75(2) ya Molao, a ka nna a dira kopo kwa kgotlatshekelong mo tsamaong ya malatsi a le 30 gore a bone thuso e e tshwanetseng go ya ka karolo 82 ya Molao.

- **Dikgato tse dingwe tse di tshwetsang eno**

Mabaka a kgato ya tsamaiso go ya ka Molao wa Thotloetso ya Botsamaisi Jwa Tshiamiso, wa ka 2000 (karolo 5); a tshwanetse go ntshiwa fa ditshwanelo tsa motho di amilwe thata ke kgato ya tsamaiso.

10. TSELA YA GO DIRELWA DITIRELO TSENO LE DIPATLAFALO TSA MOKGWA-TSAMAIISO WA GO DIRA KOPO

10.1 Kopo ya go newa rekoto e tshwanetse go direlwa mo (Foromong A) e bo e romela go Motlhankedi wa Tshedimose tso kgotsa Motlatsa-Motlhankedi wa Tshedimose tso kwa atereseng e e latelang:

Motlhankedi wa Tshedimosetso

Maemo mo Tirong : Tlhogo ya Lefapha

Aterese ya Tiro : Lefapha la Temothuo le la Tlhabololo ya Metse-
selegae

Agricentre Building

Cnr Dr James Moroka Drive

And Stadium Road, Mahikeng

Aterese ya Poso : Private Bag X2039

Mmabatho

2735

Nomore ya Mogala : 018 389 5146

Nomore ya Fekese : 018 392 4773

Motlatsa-Motlhankedi wa Tshedimosetso

Maemo mo Tirong : Mmenejara wa Tshireletsego

Aterese ya Tiro : Lefapha la Temothuo le la Tlhabololo ya Metse-
selegae

Agricentre Building

Cnr Dr James Moroka Drive

And Stadium Road, Mahikeng

Aterese ya Poso : Private Bag X2039

Mmabatho

2735

Nomore ya Mogala : 018 389 5163

Nomore ya Fekese : 018 389 5984

10.2 Mokopa-tshedimose tso o tshwanetse go tla ka dintlha tse di lekaneng mo foromong ya kopo go dira gore Lefapha le kgone go mo naya tshedimose tso e e nepagetseng.

10.3 Mokopa-tshedimose tso o tshwanetse go tshalosa gore o batla go e newa ka puo efe mme gape a tshagise le dintlha tsa go ikgolaganya le ene.

10.4 Fa kopo e dirwa mo boemong jwa motho yo mongwe, mokopa-tshedimose tso o tla tshwanelwa ke go ntsha bosupi jwa maemo a Tiro a Mokopa-tshedimose tso yo o dirang kopo eno.

10.5 Fa Mokopa-tshedimose tso a sa kgone go tlatša foromo e e batlegang ka ntlha ya go bo a sa itse go buisa le go kwala, motho yoo a ka dira kopo ka molomo.

11. GO BONWA GA MMANUALE (Karolo 14(3))

11.1 Mmanuale o tla kgona go ntshiwa ka dipuo tse di latelang, tse go dirisiwang tsone gantsi le tse di elediwang thata e bile e le tse di tshwanelang, mo teng ga dikago tsa Lefapha:

a) Seesemane

11.2 Go seng jalo, fa rekoto e seyo ka puo e e batliwang, mokopa-tshedimose tso a ka nna a newa kitsiso ya go okediwa ga lobaka lwa nako lwa pele a newa rekoto eo, go dira gore lefapha le kgonego fetolela rekoto eo kwa puong e e batliwang ka yone.

12. DITUEDISO TSE DI BATLEGANG TSA LEFAPHA**KAROLO II YA KITSISO YA 187 MO KASETENG YA PUSO KA DI 15 TLHAKOLE 2002 E TLHALOSA DITUEDISO TSA DITLAMO TSA PUSO KA MOKGWA O O LATELANG:**

Tlhaloso	R
1. Tuediso ya khopi ya mmanuale jaaka go tlhalosiwa go molawana 5(c) ke ya fothokhopi nngwe le nngwe ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone.	0,60
2. Dituediso tsa go tlhagisa tshedimose tso seša jaaka go umakilwe go molawana 7(1) di ka mokgwa o o latelang:-	
a) Fotokhopi nngwe le nngwe ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	0,60
b) Khopi nngwe le nngwe e e gatisitsweng ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone e e leng mo khomphiutheng kgotsa ya eleketeroniki kgotsa ya sebopego se se kgonang go buisiwa ka motšhini.	0,40
(c) Khopi ya sebopego se se buisiwang ka khomphiutha:	
i) mo disiking	5,00
ii) disiki ya compact	40,00
a) i) Ya go tlangwa ga mafoko a a gatisitsweng ka segatisa-mantswe e e nang le ditshwantsho, ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	22,00
(ii) Go bona khopi e e nang le ditshwantsho	60,00
(i) Ya go tlangwa ga mafoko a a gatisitsweng ka segatisa-mantswe, a tsebe ya bogolo jwa A4 kgotsa karolo ya yone	12,00
(ii) Go bona khopi ya mafoko a a gatisitsweng ka segatisa-mantswe	17,00
3. Tuediso ya go dira kopo e e duelwang ke mokopa-tshedimose tso mongwe le mongwe kwantle ga bakopa-tshedimose tso ba ba batlang go bona rekoto e e nang le tshedimose tso ya bone ya poraefete, e e umakilweng mo go 7(2) ke	35,00
4. Tuediso ya go bona direkoto e e duelwang ke mokopi e e umakiwang go Molawana 7(3) di ka mokgwa o o latelang:	
a) Fotokhopi nngwe le nngwe ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	0,60
b) Khopi nngwe le nngwe e e gatisitsweng ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone e e leng mo khomphiutheng kgotsa ya eleketeroniki kgotsa ya sebopego se se kgonang go buisiwa ka motšhini.	0,40
(c) Khopi ya sebopego se se buisiwang ka khomphiutha ka:	
i) mo disiking	5,00
ii) disiki ya compact	40,00
Ya go tlangwa ga mafoko a a gatisitsweng ka segatisa-mantswe e e nang le ditshwantsho, ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	22,00
Go bona khopi e e nang le ditshwantsho	60,00
(e) Ya go tlangwa ga mafoko a a gatisitsweng ka setisa-mantswe, a tsebe ya bogolo jwa A4 kgotsa karolo ya yone	12,00
Go bona khopi ya kgatiso ya mantswe	17,00
(f) Go batla rekoto e e tshwanetseng go senolwa le go e baakanya, R15,00 ka ura nngwe le nngwe kgotsa bontlhannngwe jwa ura, kwantle ga go akarediwa ga ura ya ntlha, tse di batlegang tsa go di batla le go di baakanya.	15,00
Dituediso tsa direkoto tsa setlamo sa puso jaaka di tlhalosiwa ke melawana ya Molao:	
5. Tuediso ya go dira kopo e e duelwang ke mokopa-tshedimose tso mongwe le mongwe,	

kwantle ga mokopa-tshedimose tso yo o batlang go bona rekoto e e nang le tshedimose tso ya gagwe ya poraefete jaaka go umakilwe mo go karolo 22(1) ya Molao	35,00
6. Dituediso tsa go tlhagisa tshedimose tso seša jaaka go umakilwe go molawana 15(3) da Molao di ka mokgwa o o latelang:	
a) Fotokhopi nngwe le nngwe ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	0,60
b) Khopi nngwe le nngwe e e gatisitsweng ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	0,40
c) E e leng mo khomphiutheng kgotsa ya eleketeroniki kgotsa ya sebopego se se kgonang go buisiwa ka motšhini sa khopi e e kgonang go buisiwa ka khomphiutha mo teng ga:	5,00
i) disiki	40,00
ii) disiki ya compact	
d) (i) Ya go tlanngwa ga mafoko a a gatisitsweng ka segatisa-mantswe e e nang le ditshwantsho, ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	22,00
(ii) Go bona khopi e e nang le ditshwantsho	60,00
e) (i) Ya go tlanngwa ga mafoko a a gatisitsweng ka setisa-mantswe, a tsebe ya bogolo jwa A4 kgotsa karolo ya yone	12,00
(ii) Go bona khopi ya mafoko a a gatisitsweng ka segatisa-mantswe	17,00
7. Dituediso tsa go newa tshedimose tso tse mokopa-tshedimose tso a di duelang tse di umakiwang go Karolo 22 (7) ya Molao, ntle le a fa a rebotswe ka fa tlase ga Karolo 22 (8) ya Molao, di ka mokgwa o o latelang:	
a) Fotokhopi nngwe le nngwe ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	0,60
b) Khopi nngwe le nngwe e e gatisitsweng ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone e e leng mo khomphiutheng kgotsa ya eleketeroniki kgotsa ya sebopego se se kgonang go buisiwa ka motšhini.	0,40
i) disiki	5,00
ii) disiki ya compact	40,00
c) Ya go tlanngwa ga mafoko a a gatisitsweng ka segatisa-mantswe e e nang le ditshwantsho	22,00
(i) Ya tsebe ya bogolo jwa A4 kgotsa karolo ya yone	60,00
(ii) Go bona khopi e e nang le ditshwantsho	
d) (i) Ya go tlanngwa ga mafoko a a gatisitsweng ka segatisa-mantswe, a tsebe ya bogolo jwa A4 kgotsa karolo ya yone	12,00
(ii) Go bona khopi ya mafoko a a gatisitsweng ka segatisa-mantswe	17,00
e) Go batla rekoto e e tshwanetseng go senolwa, ka ura nngwe le nngwe kgotsa bontlhanngwe jwa ura, kwantle ga go akarediwa ga ura ya ntlha, e e batlegang ya go di batla.	15,00

(2) Malebana le boikaelelo jwa karolo 22(2) ya Molao, dintlha tse di latelang di a dira:

- a) Diura di le thataro jaaka diura tse di tshwanetseng go feta pele ga fa go duelwa dipositi; le
- b) Nngwe-tharong ya tuediso ya go bona tshedimose tso e duelwa ke mokopa-tshedimose tso e le dipositi.

(3) Poso e duelelwa fa khopi ya rekoto e tshwanetse go posediwa mokopi.

- (4) Dituediso tsa go dira kopo le tsa go newa tshedimosetso di ka duelwa mo akhaontong ya banka ya Lefapha kgotsa kwa diofising dipe tsa Kgaolo tsa Lefapha kgotsa Kantorokgolo ya LefaphaDepartment.

**13. FOROMO YA GO NEWA REKOTO YA LEFAPHA YA MAMETLELELO b
YA KITSISO 187 MO KASETENG YA PUSO KA DI 15 TLHAKOLE
2002**

FOROMO A: GO KOPA GO NEWA REKOTO YA LEFAPHA

(Karolo 18(1) ya Molao wa thotloetso ya go Bona Tshedimosetso, wa ka 2000 (Molao wa No. 2 wa ka 2000)

[Molawana 2]

GA TIRISO YA LEFAPHA FELA	
Nomorotshupetso: _____	
(Kopo e e amogetsweng ke (tshalosa maemo, leina le sefane sa Motlhankedi wa Tshedimosetso/Motlatsa-Motlhankedi wa Tshedimosetso)	
_____ (Letlha) kwa _____	(Lefelo).
Tuediso ya kopo (fa e le teng)	: R.....
Dipositl (fa e le teng)	: R.....
Tuediso ya go newa tshedimosetso	: R.....
.....	
Mosaeno wa Motlhankedi wa Tshedimosetso kgotsa /Motlatsa-Motlhankedi wa Tshedimosetso	

A. Dinlha tsa Setlamo sa Puso

Motlhankedi wa Tshedimosetso/Motlatsa-Motlhankedi wa Tshedimosetso:

B. Dintlha tsa motho yo o kopang go bona direkoto

- | |
|---|
| <p>a) Dintlha tsa motho yo o kopang go newa rekoto di tshwanetse go kwalwa fa tlase.
 b) Go tshwanetse ga newa aterese le/kgotsa nomore ya fekese mo Repaboleking e tshedimosetso e tshwanetseng go romelwa kwa go yone.
 c) Bosupi jwa maemo a motho yo o dira kopo eno, fa bo le teng, bo tshwanetse go mametlelelwa mo foromong.</p> |
|---|

Maina ka botlalo le sefane :
Nomore ya boitshupo :
Aterese ya poso :
Nomore ya fekese :
Nomore ya mogala :
Aterese ya imeili :
Maemo a motho yo o dirang kopo, fa a e direla motho yo mongwe :

c. Dintlha tsa motho yo o direlwang kopo eno

Karolo eno e tshwanetse go tladiwa fa FELA e le gore kopo e dirwa mo boemong jwa motho yo mongwe.

Maina ka botlalo le sefane:
Nomore ya boitshupo :

D. Dintlha tsa rekoto

- | |
|---|
| <p>a) Re neye dintlha ka botlalo tsa rekoto e e kopiwang, le nomore-tshupetso fa e le gore o a e itse, go dira gore re kgone go batla rekoto le go e bona
 b) Fa e le gore sebaka se o se neilweng ga se a lekana re kopa gore o kwale mo pampiring e</p> |
|---|

nngwe kwa thoko o bo o e tshwaraganya le foromo eno. **Mokopa-tshedimisetso o tshwanetse go saena dipampiri tsotlhe tse dingwe tse a kwaletseng mo go tsone kwa thoko.**

1. Tlhaloso ya rekoto kgotsa karolo e e maleba ya rekoto:
 2. Nomore-tshupetso, fa e le teng :
 3. Dintlha dipe tse di oketsegileng tsa rekoto :
- E. Dituediso**

- a) Kopo ya go bona rekoto, kwantle ga rekoto e e nang le tshedimisetso ya gago ya poraefete, e tla baakanngwa fa fela tuediso ya kopo e sena go duelwa.
- b) O tla itsisiwe gore o duele bokae jaaka tuediso ya kopo.
- c) Tuediso e o e duelelang go newa rekoto e ikaegile ka mokgwa o kopo ya go e newa e dirwang ka one le nako e e lekaneng sentle ya go batla le go bona rekoto e e kopiwang.
- d) Fa o tshwanelegela go se duedisiwe tuediso epe, re kopa gore o kwale lebaka la teng.

Lebaka la go se duedisiwe dituediso:

F. Mofuta o rekoto e kopiwang go bonwa ka one

Fa bogole bo go itsa go buisa, go leba kgotsa go utlwa rekoto e le ka sebopego se e ntshiwang ka sone sa 1 go ya go 4 fa tlase fano, tlhalosa bogole jwa gago o bo o tlhalose gore sebopego sa rekoto e o e kopang se tle e le sa mofuta ofe.

Tshwaya lebokoso le le maleba ka X		
DINTLHA:		
<ol style="list-style-type: none"> a) Go newa ga gago kopo ya go bona rekoto e le ka sebopego se o se tlhalositseng go ka nna ga ikaega ka sebopego se rekoto e leng ka sone ga jaanong b) Go bona rekoto e le ka sebopego se o e kopang e le mo go sone go ka nna ga ganwa mo maemong mangwe. Fa go ntse jalo c) o tla itsisiwe gore a o tla newa rekoto e le ka sebopego se sele. d) Tuediso ya go bona rekoto, fa e le teng, e tla laolwa go le gonnye ke sebopego se e kopiwang e le mo go sone. 		
1. Fa rekoto e le e e kwadilweng kgotsa e e gatisitsweng:		
Khopi ya rekoto		Tlhatlhobo ya rekoto
2. Fa rekoto e na le ditshwantsho - (Seno se akaretsa dinepe, diselaete, dibidio tse di rekotilweng, ditshwantsho tse di dirilweng ka khomphiutha, ditshwantsho-thalo, jj.)		
Tebego ya ditshwantsho	Go kopololwa ga ditshwantsho	Go kwalololwa ga ditshwantsho
3. Fa rekoto e na le mafoko a a rekotilweng kgotsa tshedimisetso e e kgonang go tlhagisiwa gape jaaka modumo:		
Reetsa se se gatisitsweng (khasete)		Go tlanya mafoko a a gatisitsweng ka segatisa-mantswe (tokomane e e kwadilweng kgotsa e e gatisitsweng)
4. Fa rekoto e bolokilwe mo khomphiutheng kgotsa e le ka sebopego sa eleketeroniki kgotsa e le e e kgonang go buisiwa ke motšhine:		
Khopi e e gatisitsweng ya rekoto	Khopi e e gatisitsweng ya tshedimisetso e e tserweng mo rekotong	Khopi e e kgonang go buisiwa e le mo khomphiutheng* (disiki kgotsa dikisi ya compact kgotsa memory stick)

* Fa o kopile khopi ya rekoto e go kwalolotsweng mafoko a yone a a gatisitsweng (kwa godimo), a o batla gore khopi ya rekoto e go kwalolotsweng mafoko a yone e posediwe kwa go wena?	Ee	Nnyaa
Ela tlhoko gore fa rekoto e seyo ka puo e o e batlang, o ka nna wa e newa ka puo e rekoto eo e leng ka yone.		
O ka rata go newa rekoto ka puo efe?		

G. Kitsiso ka tshwetso ya kopo ya go bona rekoto

O tla itisiwe ka lekwalo gore a kopo ya gago e amogetswe/gannwe. Fa o batla go itsisiwe seno ka mokgwa o sele, re kopa gore o o tihalose o bo o re naya dintlha tse di tlhokegang gore re kgone go dira go ya ka kopo ya gago.

O ka rata go itsisiwe ka mokgwa ofe tshwetso ka kopo ya gago ya go newa rekoto?

E saenilwe kwa _____ ka di _____ tsa letsatsi la _____
_____20

Mosaeno wa mokopa-tshedimosetso/motho yo o direlwang kopo

FOROMO B KITSISO YA BOIKUELO JWA MO TENG GA SETHEO

(Karolo 75 ya Molao wa Thotloetso ya go Bona Tshedimosetso, Molao wa bo 2 wa ka 2000)

[Molawana 8]
**KWALA NOMORE-TSHUEPTSO
YA GAGO:**
A. Dintlha tsa Setlamo sa Puso

Motlhankedi wa tshedimosetso/motlatsa-motlhankedi wa tshedimosetso :

B. Dintlha tsa mokopi/motho wa boraro yo o tthatlhelang boikuelo jwa mo teng ga setheo

- a) Dintlha tsa motho yo o tthatlhelang boikuelo jwa mo teng ga setheo di tshwanetse go kwalwa fa tlase.
- b) (b) Bosupi jwa maemo a motho yo o tthatlhelang boikuelo, fa bo le teng, bo tshwanetse go mametlelelwa mo foromong.
- c) Fa motho yo o tthatlhelang boikuelo e le motho wa boraro mme e se motho yo kwa tshimologong a neng a kopa tshedimosetso, dintlha tsa mokopa-tshedimosetso di tshwanetse go kwalwa mo go C fa tlase.

Maina ka botlalo le sefane :
 Nomore ya boitshupo :
 Aterese ya poso :
 Nomore ya fekese :
 Nomore ya mogala :
 Aterese ya imeili :

Maemo a motho yo o dirang kopo, fa a e direla motho yo mongwe:

C. Dintlha tsa mokopi

Karolo eno e tshwanetse go tladiwa fa FELA e le gore kopo e dirwa mo boemong jwa motho yo mongwe.

Maina ka botlalo le sefane :
 Nomore ya boitshupo :

D. Tshwetso e boikuelo jwa mo teng ga setheo bo tthatlhelwang kgatthanong le yone

Tshwaya tshwetso e boikuelo bo tthatlhelwang kgatthanong le yone ka x mo lebokosong le le tshwanetseng:	
	Go ganwa ga kopo ya go bona direkoto
	Tshwetso ka dituelelo tse di beilweng go ya ka karolo 22 ya Molao
	Tshwetso ka go okediwa ga lobaka lwa nako lo kopo e tshwanetseng go baakanngwa mo tsamaong ya lone
	Go ya ka karolo 26 (1) ya Molao.
	Tshwetso go ya ka karolo 29(3) ya Molao ya go gana go bonwa ga rekoto ka sebopogo se mokopi a e kopang e le ka sone
	Tshwetso ya go dumalana le kopo ya go bona rekoto

E. Mabaka a go dira boikutlo

O tla itisiwe ka lekwalo gore a kopo ya gago e amogetswe/gannwe. Fa o batla go itsisiwe seno ka mokgwa o sele, re kopa gore o o tihalose o bo o re naya dintlha tse di tlokegang gore re kgone go dira go ya ka kopo ya gago.

Umaka mabaka a boikuelo jwa mo teng ga setheo bo theilweng mo go bone:

Umaka tshedimose tso epe e nngwe e e ka tswang e le maleba ya fa go akanyediwa boikuelo:

F. Kitsiso ya tshwetso ka ga boikuelo

O tla itisiwe ka lekwalo gore a kopo ya gago e amogetswe/gannwe. Fa o batla go itsisiwe seno ka mokgwa o sele, re kopa gore o o tihalose o bo o re naya dintlha tse di tlokegang gore re kgone go dira go ya ka kopo ya gago.

Umaka mokgwa :

Dintlha tsa mokgwa :

E saenilwe kwa _____ ka di _____ letsatsi la _____
_____20

Mosaeno wa Modiraboikuelo

GA TIRISO YA LEFAPHA FELA:**REKOTO YA SEMMUSO YA BOIKUELO JWA MO TENG GA SETHEO**

Boikuelo bo amogetswe ka _____ (letlha) ke (tihalosa maemo, leina le sefane sa Motlhankedi wa Tshedimose tso/Motlatsa-Motlhankedi wa Tshedimose tso).

Boikuelo bo patilwe ke mabaka a tshwetso ya Motlhankedi wa Tshedimose tso/Motlatsa-Motlhankedi wa Tshedimose tso mme, fa go kgonega, dintlha tsa motho ope wa boraro yo rekoto e amanang le ene, e e ntshitsweng ke Motlhankedi wa Tshedimose tso/Motlatsa-Motlhankedi wa Tshedimose tso ka (letlha) gore a e romele go balaodi ba ba maleba.

DITLAMORAGO TSA BOIKUELO:

Tshwetso ya Motlhankedi wa Tshedimose tso/Motlatsa-Motlhankedi wa Tshedimose tso e netefaditswe/tshwetso e ntšha e tseetswe sebaka ke e nngwe TSHWEETSO E NTŠHA:

MOLAODI YO O MALEBA

Letlha

E amogetswe ke Motlhankedi wa Tshedimose tso/ Motlatsa-Motlhankedi wa Tshedimose tso go tswa go molaodi o o maleba ka (letlha):

14. GO ROMELWA GA DIPEGO KWA SAHRC (KAROLO 32 YA MOLAO)**14.1 Go kopiwa ga tshireletsego ya direkoto le go romelwa ga direkoto go ya ka Karolo 32 ya Molao**

14.1.1 Motlhankedi wa Tshedimosetso wa Lefapha lengwe le lengwe o tshwanetse go ela tlhoko gore direkoto tsotlhe tse di mo lenaaneng le le fa tlase di sirelediwe ka tokololo e e sireletsegileng go letla tsela e e tshwanetseng ya go nopolwa ga tsone le mekgwatsamaiso ya go ntsha dipego go ya ka Molao:

- a. Dikopo tsotlhe di amogetswe;
- b. Dipego tsotlhe di ntshiwa go ya ka Karolo 32 ya Molao di bodi romelwa go SAHRC;
- c. Dipego tsotlhe di romelwa go Motlhankedi wa Bobalamatlotlo;
- d. Dipego tsotlhe di ntshiwa go ya ka kopo;
- e. Direkoto tsotlhe di ganwa ka mabaka a a utlwalang;
- f. Direkoto tsotlhe tse di amanang le kopo e e dirwang ka molomo ke batho ba ba sa itseng go buisa le go kwala di fetolwa gore e nne tse di kwadilweng;
- g. Direkoto tsotlhe tse di batlang dituediso di amogetswe;
- h. Direkoto tsotlhe tse di batlang dituediso tsa go newa tshedimosetso di amogetswe;
- i. Direkoto tsotlhe tse di fuduseditsweng go setlhopha se sengwe sa botsamaisi; le
- j. Direkoto tsotlhe go ya ka dikitsiso tse di ntshitsweng.

14.2 Nako e dipego di tshwanetseng go romelwa go SAHRC ka yone go ya ka Karolo 32 ya Molao

14.2.1 Motlhankedi wa Tshedimose tso wa Lefapha lengwe le lengwe o tshwanetse go romela pego ngwaga le ngwaga go Khomišini ya Ditshwanelo tsa Batho (SAHRC) e e amanang le ditiro tse di kgethegileng jaaka go tshalosiwa mo go Karolo 32 ya Molao malebana le ngwaga wa ditšhelete wa go sekaseka dikgwebo go bona kafa di dirang ka gone.

14.3 Dipego tse di yang go Motlhankedi wa Bobalamatlotlo, Palamente kgotsa go Kgotlatheomolao

14.3.1 Ngwaga le ngwaga thulaganyo e e neng e latelwa mo lobakeng lwa tsa ditšhelete ya go tsamaisana le melao le ditshekatsheko tsa nako le nako tsa thulaganyo e e tšileng Go Tsenngwa Tirisong kgatla haong le go Kgona go Bona Mmanuale wa Tshedimose tso o Lefapha le o amogetseng semmuso e tshwanetse go begwa ka tshwanelo le ka tsela e e lekaneng go Kgotlatheomolao / Palamente, jaaka go tshalosiwa mo pegong ya Ngwaga le Ngwaga, ya Lefapha ngwaga mongwe le mongwe wa ditšhelete.

15. GO TSENNGWA TIRISONG GA THULAGANYO YA GO NEWA MMANUALE WA TSHEDIMOSE TSO WA LEFAPHA

15.1 Thulaganyo e e tšileng go tsenngwa tirisong e e tshalosang tsamaiso ya go e tsenya tirisong, ditiro le dinako tsa gore ditiro tseo di wediwe leng go fitlha Motlatsa-Motlhankedi wa Tshedimose tso wa Lefapha la Tlhabololo ya Metseselegae, Tikologo le Temothuo a tsenya thulaganyo eno tirisong ka botlalo kwa Porofenseng ya Bokone Bophirima.

15.2 Thulaganyo ya go e tsenya tiriosong e tshwanetse go bewa leitlho ka metlha mme setlhopha sa botsamaisi se rekote le go bega kgatelopeele kwa dikopanong tsa ka metlha tsa setlhopha sa botsamaisi, go tlotla ka go tsenngwa tiriosong ga thulaganyo eno ka botlalo ya Go Newa Mmanuale wa Go Newa Tshedimose tso, jaaka Lefapha le amogetse seno semmuso, gore se ntshe ditshitshigo tsamaisanwe le melao kgatlhanong le Molao (PAIA Act).

15.3 Dikopano tse di ntseng jalo tsa ditshekatsheko tsa gangwe le gape tsa setlhopha sa botsamaisi, se tshwanetse go tihomamisa gore ditshwetso tse di dirilweng mo kopanong, ajenda, kgatelopele, ditshitshinyo le maikano, tse setlhopha sa botsamaisi se tlametseng ka tsone, di rekotiwa ka tshwanelo malebana le pego ya kgatelopele go ya ka pego ya Karolo 32 ya Lefapha, e e yang go SAHRC, ngwaga le ngwaga.

16. GO TSHWARA DIKOPANO TSA KA METLHA TSA SETLHOPHA SA BOTSAMAISI TSE DI BUANG KA GO IKOBELWA GA MOLAO GO AKARETSA LE MMANUALE

16.1 Go tshwara dikopano kotara nngwe le nngwe tse di nang le ntlha ya ajenda e e buang ka go ikobela molao ga Lefapha wa Mmanuale wa Lefapha wa Go Newa Tshedimose tso fa o bapisiwa le go ikobela Molao (Molao wa PAIA), kwa go nngwe ya dikopano tsa DMC, ya Setlhopha sa Botsamaisi sa Lefapha.

16.2 Go tihomamisa gore go bolokwa direkoto tsa ajenda ka tshwanelo, tsa go nna teng mo kopanong, ditshwetso tse di dirilweng mo kopanong le maikano kgotsa ditshitshinyo tse di dirilweng tsa go ikobela kgotsa tsa go tokafatsa go ikobela Molao a latelelwa ka tshwanelo le go rekoitwa mo dikopanong tseo.

17. MOFUTA O REKOTO E BATLIWANG E LE KA ONE**17.1 Go tlhomiwa ga Batlatsa-Batlhankedi ba Tshedimose tso, le Go Newa Maikarabelo ga Bone (Karolo 17 ya Molao)**

- 17.1.1 Lefapha lengwe le lengwe, ka maikaelelo a go diragatsa Molao ono, le le ka fa tlase ga molao o o laolang go thapiwa ga badiri ba Lefapha, le ka tlhoma palo e e rileng ya batho batho ba e tla nnang (Ba) Motlatsa-Motlhankedi wa Tshedimose tso may go ya ka fa go tlhokegang ka gone go dira gore go kgonege go tsena mo Lefapheng ka moo go ka kgonegang ka gone gore ba kope direkoto tsa lone.
- 17.1.2 Motlhankedi wa Tshedimose tso wa Lefapha o na le kaelo le taolo ya go laola Motlatsa-Motlhankedi wa Tshedimose tso mongwe le mongwe yo o tlhomilweng go ya ka mmanuale ono.
- 17.1.3 Ga go na motho yo mongwe, kwantle ga Motlhankedi wa Tshedimose tso yo o tlhomilweng kgotsa (Ba) Motlatsa-Motlhankedi wa Tshedimose tso yo o tlhomilweng go ya ka mmanuale ono, yo o nang le tshwanelo ya go thusa maloko a setšhaba go newa tshedimose tso go ya ka Molao.
- 17.1.4 Mothapiwa ope yo mongwe wa lefapha yo o nayang Mokopa-tshedimose tso ope tshedimose tso o tlola taelo ya Molao ono mme a ka otlhaelwa bokebekwa.
- 17.1.5 Motlhankedi wa Tshedimose tso yo o tlhomilweng a ka nna a abela Motlatsa-Motlhankedi wa Tshedimose tso wa Lefapha dithata kgotsa boikarabelo jo ene Motlhankedi yono wa Tshedimose tso a bo sikarisitsweng ke Molao ono.

17.2 Boikarabelo jwa go thusa mokopa-tshedimose tso (Karolo 19 ya Molao) (tsela ya go berekana le tshedimose tso e e kopilweng ke maloko a setšhaba)

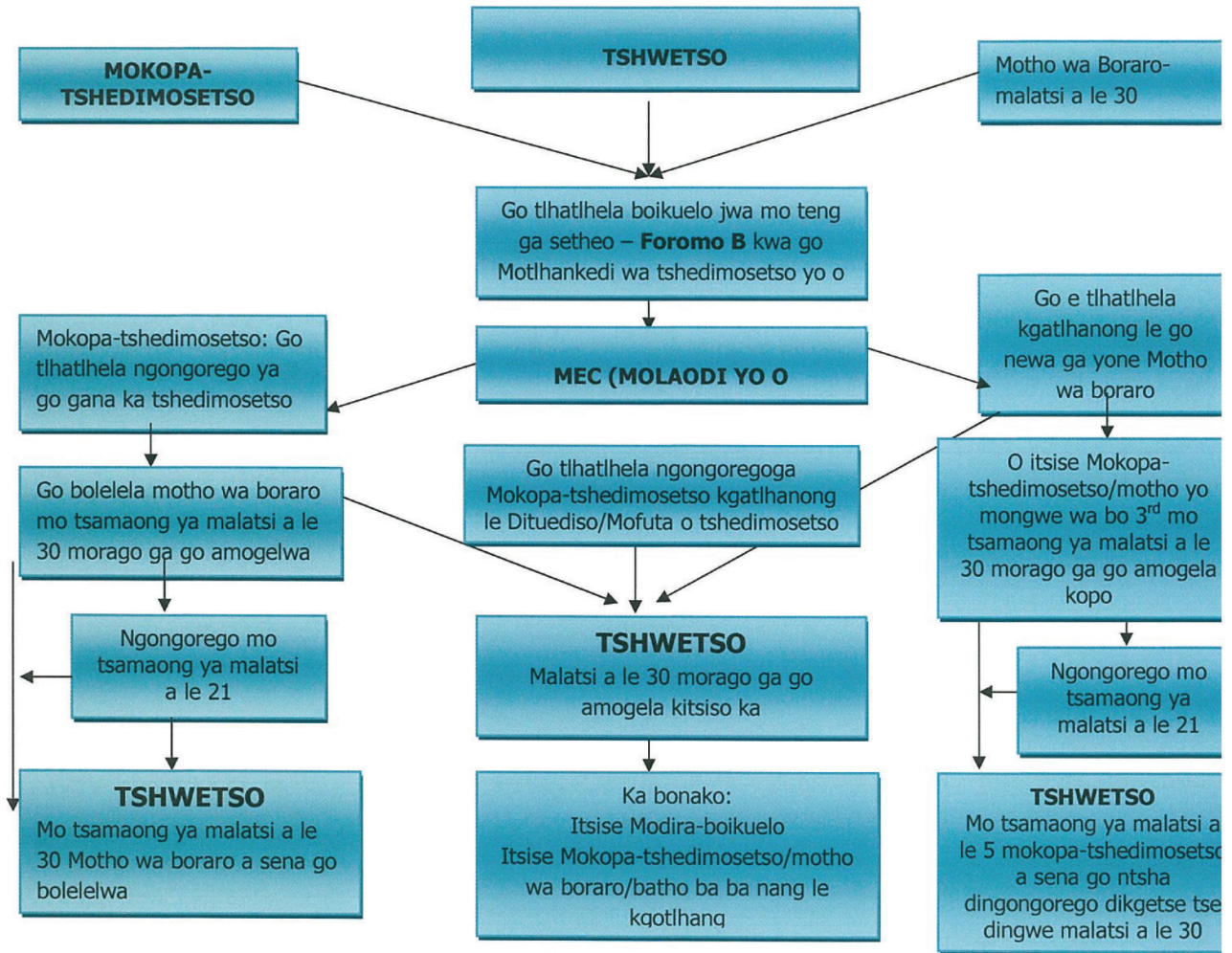
17.2.1 Motlhankedi wa Tshedimose tso wa Lefapha o na le boikarabelo jwa semolao jwa go thusa mokopa-tshedimose tso, yo o eletsang go dira kopo ya go newa tshedimose tso ya Lefapha, le go naya mokopa-tshedimose tso yoo thuso ya gore a ka dira kopo eo jang ka go dirisa foromo ya teng, mahala. Dituediso ke dituediso tsa Go Newa Tshedimose tso le dituediso tsa go dira kopo jaaka Molao o tihalosa.

17.2.2 Fa kopo ya go newa tshedimose tso e sa tsamaisane le dipatlafalo go ya ka Karolo 18(1) ya Molao, Motlhankedi wa Tshedimose tso ga a kitla a gana kopo ka ntlha ya go bo e sa tsamaisane le ditaelo tseo, ntle le fa Motlhankedi wa Tshedimose tso:

- a. itsisitse mokopa-tshedimose tso pele ka lekwalo ka maikaelelo a go gana kopo eo, le go mo itsise mabaka a go gana kopo eo mme gape, gore Motlhankedi wa Tshedimose tso kgotsa motlhankedi yo mongwe yo o umakilweng ke Mokopa-tshedimose tso fa a ntsha kitsiso e e yang go mokopa-tshedimose tso, o tla thusa mokopa-tshedimose tso gore kopo e dirwe mo foromong ya teng, gore go se ka ga nna le mabaka a go gana ka (di)rekoto;
- b. o naya mokopa-tshedimose tso tšhono e e lekaneng sentle ya go batla thuso, le go netefatsa kopo kgotsa go fetola kopo gore e tsamaisane le Karolo 18(1) ya Molao;
- c. o naya mokopa-tshedimose tso tshedimose tso epe e e tla thusang mokopa-tshedimose tso go dira kopo mo foromo ya kopo;

MAMETLELELO "B": TŠHATE E E BONTSHANG DIKGATO TSE DI FAROLOGANENG TSA THULAGANYO YA MO TENG GA SETHEO YA BOIKUELO

Thulaganyo ya Boikuelo jwa mo Teng ga Setheo



19. TSHEKATSHEKO LE DITLHABOLOLO

19.1 Mmanuale ono o tla tlhabololwa ngwaga le ngwaga fa go tlokega gore go dirwe ditirelo tsa boleng jo bo ka godimo le gore mmanuale o wa tshedimisetso o o diriweng ke READ o fitlhelelwe ka bonako.

DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES**NO. 1070****23 SEPTEMBER 2016****AGRICULTURAL PRODUCT STANDARDS ACT, 1990 (ACT No. 119 OF 1990)****PROPOSED PUBLICATION OF REGULATIONS RELATING TO THE PROTECTION OF GEOGRAPHICAL INDICATIONS USED ON AGRICULTURAL PRODUCTS INTENDED FOR SALE IN THE REPUBLIC OF SOUTH AFRICA: SECOND ROUND OF INVITATION FOR COMMENTS**

The proposed new regulations relating to the protection of geographical indications (GIs) used on agricultural products intended for sale in the Republic of South Africa were first made available for public comments on 12 February 2016. The draft regulations have since been revised and are now available for a second round of comments.

The revised draft regulations are available for inspection at the office of the Executive Officer, Harvest House, 30 Hamilton Street, Arcadia, Pretoria; or copies can be obtained from the Executive Officer: Agricultural Product Standards, Department of Agriculture, Forestry and Fisheries, Private Bag X343, Pretoria, 0001, tel. no. (012) 319-6020, fax (012) 319-6265, or e-mail: TheoVR@daff.gov.za or is available on the Department's website at <http://www.daff.gov.za>.

All interested parties who wish to comment or make representations regarding the revised draft regulations are invited to furnish such comments or representations in writing to the Executive Officer at the above contact information by not later than **Friday, 28 October 2016**.

B.M. MAKHAFOLA**Executive Officer: Agricultural Product Standards**

DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES**NO. 1071****23 SEPTEMBER 2016**

AGRICULTURAL PRODUCT STANDARDS ACT No. 119 OF 1990

**STANDARDS AND REQUIREMENTS REGARDING CONTROL OF THE EXPORT
OF SORGHUM: AMENDMENT**

I, Billy Malose Makhafola, appointed as Executive Officer in terms of section 2(1) of the Agricultural Product Standards Act No. 119 of 1990, hereby give notice under section 4(3) (c) of the said Act, that –

- (a) the standards and requirements regarding control of the export of sorghum as stipulated in Government Notice No. R. 1983 of 23 August 1991 and promulgated by Government Notice No.1585 of 23 September 1994 and amended by Government Notice No. 551 of 30 April 1999 are hereby further amended; and
- (b) the standards and requirements mentioned in paragraph (a) –
 - (i) shall be available for inspection at the Office of the Executive Officer: Agricultural Product Standards, Harvest House, 30 Hamilton Street, Arcadia, Pretoria;
 - (ii) may be obtained from the Executive Officer: Agricultural Product Standards, Department of Agriculture, Forestry and Fisheries, Private Bag X 343, Pretoria, 0001, Tel. (012) 319 6365 or Fax (012) 319 6055 or Email:WinnieM@daff.gov.za on payment of the prescribed fees or from <http://www.daff.gov.za>; and
 - (iii) shall come into operation seven days (7) after the publication of this notice.

B.M MAKHAFOLA**Executive Officer: Agricultural Product Standards**

DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES

NO. 1072

23 SEPTEMBER 2016

AGRICULTURAL PRODUCT STANDARDS ACT 119 OF 1990

STANDARDS AND REQUIREMENTS REGARDING CONTROL OF THE EXPORT**WHEAT: AMENDMENT**

I, Billy Malose Makhafola, appointed as Executive Officer in terms of section 2(1) of the Agricultural Product Standards Act No. 119 of 1990, hereby give notice under section 4(3) (c) of the said Act, that –

- (a) the standards and requirements regarding control of the export of wheat as stipulated in Government Notice No. R. 1983 of 23 August 1991 and promulgated by Government Notice No.332 of 15 March 2002 and amended by Government Notice No. 295 of 27 February 2004 are hereby further amended; and
- (b) the standards and requirements mentioned in paragraph (a) –
 - (i) shall be available for inspection at the Office of the Executive Officer: Agricultural Product Standards, Harvest House, 30 Hamilton Street, Arcadia, Pretoria;
 - (ii) may be obtained from the Executive Officer: Agricultural Product Standards, Department of Agriculture, Forestry and Fisheries, Private Bag X 343, Pretoria, 0001, Tel. (012) 319 6171 or Fax (012) 319 6055 or Email: VictorMa@daff.gov.za on payment of the prescribed fees or from <http://www.daff.gov.za>; and
 - (iii) shall come into operation seven days (7) after the publication of this notice.

B.M MAKHAFOLA**Executive Officer: Agricultural Product Standards**

DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

NO. 1073

23 SEPTEMBER 2016

LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO. 32 OF 2000)**DRAFT LOCAL GOVERNMENT: GUIDELINES FOR THE IMPLEMENTATION OF THE
MUNICIPAL STAFF REGULATIONS**

I, **David Douglas Des Van Rooyen**, 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 Guidelines in the Schedule.

The draft Guidelines are published for public comment in terms of section 120(4) of the Municipal Systems Act. Interested persons are invited to submit written comments on the draft Guidelines to the Department on or before 22 November 2016 to the following address:

By post: The Acting Director-General (Marked for the attention of: Mr Jackey Maepa)
Department of Cooperative Governance
Private Bag X804
Pretoria
0001; or

By email: MSAregulations@cogta.gov.za

Due to the large volume, copies of the draft Guidelines will only be made available electronically. The electronic copy of the draft Guidelines is obtainable from the website of the Department of Cooperative Governance at: www.cogta.gov.za, and may also be obtained from the Government Printers.

Any enquiries in connection with the draft regulations may be directed to Mr Tebogo Motlashuping or Jackey Maepa or Ms Nakedi Monyela on telephone number (012) 336 5763 or (012) 334 4915 or (012) 334 0754.

DES VAN ROOYEN, MP
MINISTER FOR COOPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

SCHEDULE

**INDEX
INTRODUCTION**

**CHAPTER 1
STAFF ESTABLISHMENT, JOB DESCRIPTION, AND JOB EVALUATION**

**GUIDELINE 1A
DETERMINING HUMAN RESOURCE REQUIREMENTS**

**GUIDELINE 1B
DEVELOPING A JOB DESCRIPTION**

**GUIDELINE 1C
OVERSIGHT REPORT TEMPLATE**

**CHAPTER 2
RECRUITMENT, SELECTION, AND APPOINTMENT OF STAFF**

**GUIDELINE 2A
GUIDELINES FOR RECRUITMENT, SELECTION, AND ADVERTISING OF VACANT
POSTS**

**GUIDELINE 2B
RECRUITMENT REQUISITION FORM**

**GUIDELINE 2C
INTERVIEW GUIDE**

**GUIDELINE 2D
CONFLICT OF INTEREST DECLARATION BY INTERVIEW PANEL MEMBER**

**GUIDELINE 2E
INDUCTION OF STAFF**

**GUIDELINE 2F
ATTRACTION AND RETENTION OF COMPETENT STAFF**

**GUIDELINE 2G
CONFIDENTIAL EXIT INTERVIEW**

**GUIDELINE 2H
HUMAN RESOURCE SUPPORT FOR OFFICES OF THE MAYOR, SPEAKER, AND WHIP**

CHAPTER 3

TERMS AND CONDITIONS OF EMPLOYMENT

**GUIDELINE 3A
EMPLOYMENT CONTRACT**

**GUIDELINE 3B
STAFF MEMBER'S PERSONAL DATA FORM**

**GUIDELINE 3C
PROBATION REVIEW FORM**

**CHAPTER 4
PERFORMANCE MANAGEMENT**

**GUIDELINE 4A
DEVELOPING A STAFF MEMBER'S KEY PERFORMANCE AREAS (KPA's)**

**GUIDELINE 4B
ROLES AND RESPONSIBILITIES FOR PERFORMANCE MANAGEMENT**

**GUIDELINE 4C
USING THE ASSESSMENT RATING CALCULATOR**

**CHAPTER 5
SKILLS DEVELOPMENT**

**GUIDELINE 5A
ROLES AND RESPONSIBILITIES FOR SKILLS DEVELOPMENT**

**GUIDELINE 5B
SKILLS NEEDS ANALYSIS**

**GUIDELINE 5C
STAFF SKILLS AUDIT**

**GUIDELINE 5D
PERSONAL DEVELOPMENT PLAN**

**GUIDELINE 5E
EVALUATING SKILLS DEVELOPMENT QUALITY AND IMPACT**

**CHAPTER 6
DISCIPLINE**

**GUIDELINE 6A
NOTICE OF INTENTION TO SUSPEND**

**GUIDELINE 6B
PRECAUTIONARY SUSPENSION LETTER**

INTRODUCTION

These Guidelines must be read together with and implemented in line with the relevant Chapters of the draft Local Government: Municipal Staff Regulations. Departures from these Guidelines may be justified where reasonable.

CHAPTER 1 STAFF ESTABLISHMENT, JOB DESCRIPTION, AND JOB EVALUATION

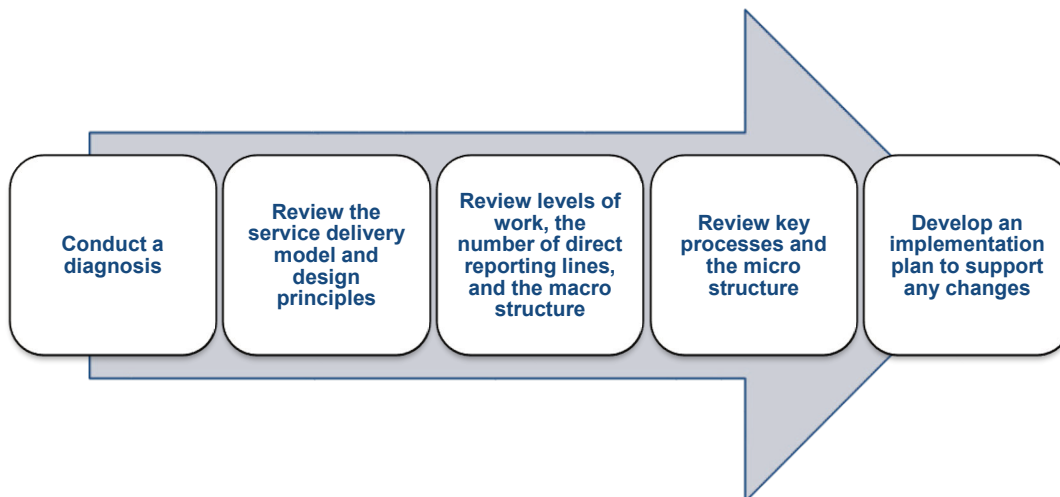
GUIDELINE 1A DETERMINING HUMAN RESOURCE REQUIREMENTS

Reviewing staff establishments

1. (1) When reviewing its staff establishment, a municipality should implement the following steps:
 - (a) conduct a diagnosis;
 - (b) develop or review the service delivery model and design principles;
 - (c) review levels of work, the number of direct reporting lines, and the macro structure;
 - (d) review key processes and the micro structure; and
 - (e) develop an implementation plan to support any changes.
- (2) These steps are represented in Figure 1 below.

Figure 1

Staff establishment review process



Conduct a diagnosis

2. (1) The diagnosis should involve an analysis of whether the municipality's service delivery model and staff establishment—
- (a) supports the municipality's mandate;
 - (b) are congruent with the regulatory framework;
 - (c) supports national and provincial priorities; and
 - (d) supports the municipality's integrated development plan and Service Delivery and Budget Implementation Plan (SDBIP).
- (2) The diagnosis should also—
- (a) assess the environment and identify threats and opportunities;
 - (b) identify strengths and weaknesses of the existing staff establishment;
 - (c) motivate for change, taking into account financial and human resource consequences; and
 - (d) identify risks associated with any proposed changes and ways in which those risks could be mitigated.

Review of service delivery model

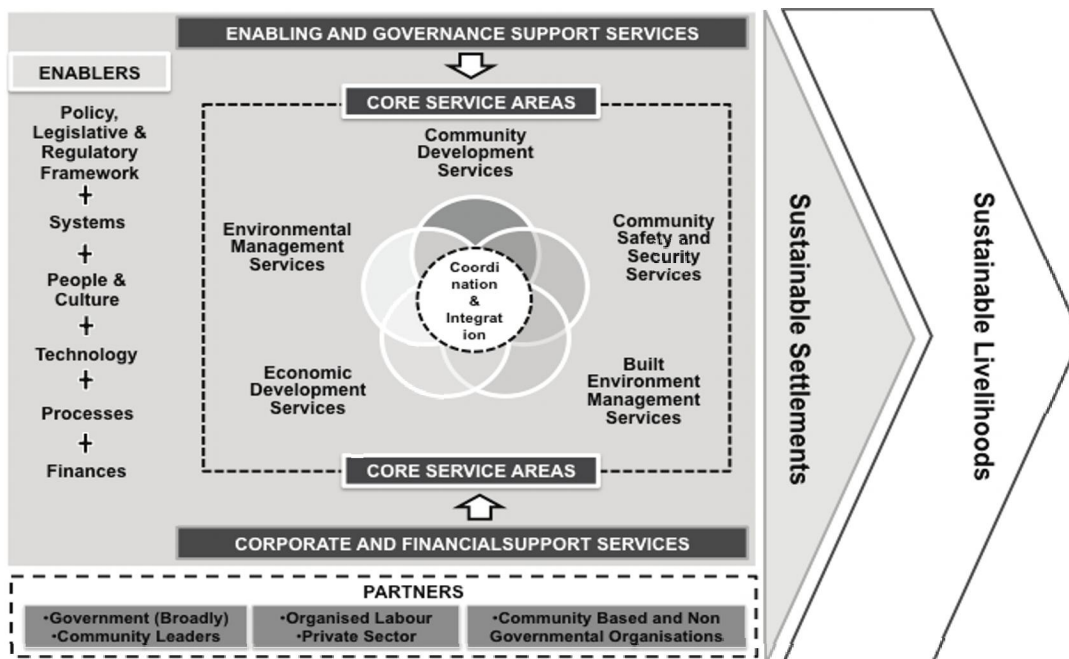
3. (1) The purpose of reviewing the municipality's service delivery model is to ensure that it reflects the municipality's mandate and meets its obligations to its community.
- (2) The review should be guided by the following three objectives:
- (a) The service delivery model should be effective so that the municipality is able to deliver on its mandate and the needs of its stakeholders in an integrated way;
 - (b) the service delivery model should be efficient so that the municipality's services should be delivered in a cost effective manner; and
 - (c) the service delivery model should be empowering so that the municipality is able to develop and deploy the required capabilities of the municipality effectively.
- (3) In performing the review the municipality should —
- (a) analyse how service users and recipients are segmented into categories such as geographic areas, demographic groups, and socio-economic groups. Segmentation is guided by an understanding of community's needs and expectations; and
 - (b) distinguish between core service areas and governance and support services.
 - (i) Core services, which tend to be externally focused, include economic development services, regulation services, and environmental services.
 - (ii) Governance and support services enable delivery of core services, and include financial, human resources, information technology, legal, risk and governance, internal audit, strategy, performance monitoring and communication functions.
 - (c) Determine which services should be clustered and the extent to which they should be centralised or decentralised.
 - (i) Services may be clustered according to various categories, including by function, service, geography, community segment, or a combination of these categories.
 - (ii) The level of centralisation or decentralisation of the provision of a service may include assessing the desirability and feasibility of shared services.
 - (d) Determining the extent to which technology may enable service delivery.

- (e) Consider alternative service delivery models, which may include outsourcing, in-sourcing, public-private partnerships, network relationships, and one-stop services like multi-purpose community centres.
- (4) The preferred way of organising the municipality’s services should be decided after identifying the options, and weighing the advantages and disadvantages of each, including thorough evaluation of the risks and opportunities that each option presents.
- (5) The figure below illustrates an example of a service delivery model:

Figure 2

An example of a service delivery model

Source: South African Local Government Association: Local Government HRMD strategy



Review of organisational design principles

4. Table 1 below contains organisational design principles that may assist and guide the municipality’s decision-making around organisational design choices.

Table 1: Organisational Design Principles

NO.	DESIGN PRINCIPLE	DESCRIPTION
1	Constitutional values of public administration	The values and principles in Chapter 10 of the Constitution should inform organisational design. This means that organisational design should promote fair and equitable service delivery, efficient and effective use of resources, transparency and accountability.
2	Focus on strategic priorities	Organisational design should be informed by and be responsive to the strategic priorities of the three spheres of government.
3	Optimal alignment (structure must ensure alignment with instruments of governance)	<ul style="list-style-type: none"> • Focus on the whole of the system of governance. • Ensure planning and budget cycle alignment. • Ensure adequate information to plan strategic and operational programmes of action. • Generate accurate and adequate information to justify budgetary requirements.
4	Structure must support focus on citizens' needs	<ul style="list-style-type: none"> • People First (Batho Pele): organisations should be designed with the users and beneficiaries of services in mind, taking into account the various types of citizens and how to meet their different needs. • As far as possible, all roles should include opportunities for interaction with service recipients.
5	Optimal co-ordination (structure must support integrated working methods)	<ul style="list-style-type: none"> • The purpose of each team and its contribution to the overall organisational objectives must be clear. • Silo behaviour should be discouraged.
6	Required level of integration (structure must provide flexibility for individuals to expand their skills)	<ul style="list-style-type: none"> • Roles should be designed so that staff have the flexibility to cover other roles within the same team where required. • Design for critical mass in respect of resource utilisation.
7	Clear allocation of responsibilities	<ul style="list-style-type: none"> • Clearly define high-level responsibilities and key outputs of each role, and key inter-dependencies.
8	Foster learning and innovation	<ul style="list-style-type: none"> • Organisational design should foster learning and innovation, particularly in service delivery. This means that organisational structures should enhance internal and external communication, and encourage information sharing and knowledge management.

CONTINUES ON PAGE 130 - PART 2



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 2 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



9 771682 584003

40293



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Source: Department of Public Service and Administration

Review levels of work

- 5.** (1) Levels of work fall into three broad categories:
- (a) The strategic level, which is focused on leading the organisation and engaging with stakeholders (the top levels);
 - (b) the operational level, which is focused on planning, organising, and managing (mid-levels); and
 - (c) the transactional level, which is focused on activities (lower levels).
- (2) Determining the level at which a job is located is important because—
- (a) it guides staff on where they should be focusing their energies;
 - (b) ensures the appropriate utilisation of resources;
 - (c) facilitates the alignment of people and roles by matching the “right” people to the “right” roles; and
 - (d) facilitates effective talent management and succession planning.

Review span of control

- 6.** (1) Spans of control refer to the number of staff reporting to one manager.
- (2) The number of levels in an organisation is influenced by decisions around spans of control.
- (3) Decisions around spans of control are influenced by—
- (a) the industry and size of the organisation;
 - (b) the nature of the work, with routine functions usually having wider spans of control and specialist functions having narrower spans of control;
 - (c) management methods, with managers who delegate effectively managing wider spans of control;
 - (d) staff competence, with competent employees requiring less supervision; and
 - (e) the degree of oversight required, with higher risk functions require greater supervision.
- (4) The typical span of control ratios (managers: staff) are—

Level	Ratio
Senior Managers	1 : 6 – 10
Middle managers	1 : 5 – 13
Front line supervisors	1 : 5 – 38

Review of macro structure

7. (1) The next step in determining the number and nature of jobs involves the review of the macro structure, which involves the top three levels in the municipality.

(2) This involves disaggregating each service or cluster of services identified in the service delivery model into roles by determining—

- (a) the various components of economic development services, which may include electricity, water, roads, and refuse removal; and
- (b) the various components of human resources management, which may include talent management, employee relations and human resources information management.

Review key processes and the micro structure

8. (1) The next step is to review the key processes that underpin each of the services in the service delivery model.

(2) The starting point for reviewing a process is the policy that underpins each of the services in the service delivery model.

(3) A key purpose of the process of review is to identify ways of streamlining processes to increase efficiencies and effectiveness by focusing on those areas as detailed in table 2 below:

NO.	FOCUS AREA	QUESTION TO ANSWER
1	Bottlenecks	Are there points in the process slowed by redundant or unnecessary steps, lack of capacity or other factors?
2	Weak links	Are steps inhibited by inadequate training or equipment that needs to be repaired / replaced?
3	Poorly defined steps	Are steps open to interpretation and potentially performed in a different way by each person involved, leading to variation / inconsistency?
4	Low value-added actions	<ul style="list-style-type: none"> • Are there steps that add no value to the output of the process and could be eliminated? (A good question to ask is whether a customer would pay to have this step completed.) • Are there too many actors doing minor tasks that could be done by one person?
5	Non-critical actions	Are there non-critical steps (e.g. recording, filing) that hold up a process?
6	Handoffs	Are there too many handoffs (movements between actors)?

NO.	FOCUS AREA	QUESTION TO ANSWER
7	Too much sequence	Are steps happening too much in sequence when they could occur in parallel?
8	Exception overrule	Do problematic cases that make up 10 or 20% of the workload get in the way of the other 80 or 90%?
9		Escalation approval / information loops Are there unnecessary referrals to higher layers in a structure for decision-making / information sharing?
10	Co-ordination	Is there a role that co-ordinates other roles and tasks? (Often a symptom of a bad process is staff working in isolation of one another.)
11	Undefined roles	Are roles undefined, leading to confusion about who does what?
12	Work and inspection	Are these separated?

Table 2: Focus areas for process review

(4) Each process should be supported by a decision rights (RACI)¹ matrix that specifies who is responsible, who is accountable, who should be consulted, and who should be informed in respect of each activity in the process.

(5) Some of the factors that influence staffing numbers are—

- (a) the nature of the functions allocated to the municipality;
- (b) the types and extent of services it delivers;
- (c) spans of control;
- (d) the labour intensity of operations or the extent of mechanisation; and
- (e) the extent of outsourcing.

(6) A work study may be necessary to determine with more accuracy the number of people required to produce a product or deliver a service.

(7) A work study uses various tools to calculate the time it takes to complete tasks and the methods for carrying out those tasks. This will in turn assist the municipality to determine the number of staff members required for each role in the structure.

Determination of balance between support and line functions

9. (1) When reviewing its staff establishment, a municipality must ensure that an appropriate balance between support staff and operational staff is achieved.

(2) Support staff is considered an indirect headcount, whereas operational staff or line function staff are considered direct headcount.

(3) Operational staff performs core service delivery functions, while support staff provide ancillary support services.

(4) The direct: indirect staff ratio measures how many staff members are dedicated to delivering services versus the number that support them.

(5) A municipality should aim for a direct: indirect staff ratio of at least 3: 1.

Implementation plan to support any change

10. (1) The implementation plan must determine the impact of any change upon staff and the municipality's finances.

(2) The impact of the proposed changes may require the municipality to reconsider some of its choices in order to mitigate negative impacts.

(3) When the change is determined, the municipality should determine the following in order to maximise support for the change while minimising resistance to the change:

- (a) Articulate the case for change, including the reasons for the change, how it will benefit the community, the municipality and staff.
- (b) Identify key stakeholders and their needs and interests;
- (c) develop a sequenced change management plan, detailing what will happen when, to whom, where, and how; and
- (d) design a consultation process for engaging with stakeholders.

GUIDELINE 1B

DEVELOPING A JOB DESCRIPTION

Developing a job description for determining human resources requirements involves the following:

1. Collecting information about the job, including interviewing the supervisor of the post and conducting a comparative analysis on similar posts in other municipalities;
2. completing the job description template; and
3. verifying the correctness of the job description.

Once the job description has been developed and approved, it must be referred for job evaluation.

A typical job description template is set out below.

A. Post information	
Post title:	
Post code:	
Post level and salary code:	
Location:	
Component:	
Post reports to:	
Job evaluation outcome	
Confirmed grade:	
Date graded:	

B. Job purpose

Brief statement outlining the overall purpose/reason for existence of the post (one or two sentences).

C. Main objectives

List and describe five to eight major activities and contributions to the municipality for this post

D. Influence and communication

Illustrate the stakeholders that this post will influence, including the purpose for the communication

List key customers / stakeholders	Purpose of interaction	*Frequency of interaction

C = Constantly**W = Weekly****S =****Seldom****D = Daily****M = Monthly****I =****Intermittent but intense****E. Accountability**

These fields should only be completed if they are relevant

Number of staff directly managed	
Number of staff indirectly managed	
Financial accountability	

F. Inherent requirements of the post

The minimum qualifications, skills, knowledge, experience and behaviour that are required to perform the job competently.

Skills / knowledge/ behaviour

Requirement	Type
Key competencies (This field requires a list of all skills, behaviour and attitude requirements)	
Knowledge and education (This field requires a list of all knowledge requirements relevant to this post)	
Experience (Please list all relevant experience required for the post)	
Special conditions or requirements of the post (Please list items such as overtime required, shift work required, etc.)	
G. Career path	
Next higher position:	
What is required to progress:	

H. Job profile agreement
<i>The Manager or his/her nominee reserves the right to make changes and alterations to this job profile as he/she deems reasonable, after due consultation with the post holder.</i>
We the undersigned agree that the content of the completed job profile gives an accurate outline and content of the post:

GUIDELINE 1C

OVERSIGHT REPORT TEMPLATE

Municipalities must report on the following matters in their annual reports:

(a) Approved staff establishment

Total approved posts	Permanent post/s	Fixed-term contract post/s

(b) Appointments

Post designation	Term of employment		Highest qualifications	Annual salary	Political office held (if any)	Declaratory order instituted (if any)	Waiver of requirements (if any)	Uninterrupted service in the post	Promotion (if any)
	From	To							

(c) Acting appointments

Post designation	Duration		Costs incurred by municipality	Deviation
	From	To		

(d) Secondments

Post designation	Duration		Costs incurred by municipality	Deviation
	From	To		

(e) Performance agreements and bonuses

Post designation	Contribution to the achievement of municipal/ departmental objectives	Total performance bonus paid	Steps taken to correct substandard performance, where applicable

CHAPTER 2**RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF****GUIDELINE 2A****GUIDELINES FOR RECRUITMENT, SELECTION AND ADVERTISING OF VACANT POSTS****Introduction**

1. (1) The recruitment and selection of staff forms part of the municipality's staff attraction strategy and its broader talent management framework.

(2) The recruitment and selection of staff should support and enable the municipality's capacity needs.

(3) Recruitment strategies should be designed to attract and retain diverse, qualified applicants, including persons with scarce skills and talent.

Request to fill vacant or new post

2. (1) When a vacancy occurs or a new post has been created that has not been filled, the supervisor within whose delegated authority the post falls must—

- (a) confirm with the manager responsible for human resources that the post is approved and funded;
- (b) develop the required job description, in collaboration with human resources;
- (c) complete a written request and motivation to fill the vacant or new post; and

- (d) ensure that the specified inherent requirements of the job are reasonable and necessary to perform the duties associated with the post and are non-discriminatory.
- (2) The written request and motivation to fill a vacant or new post must be submitted to the relevant manager as set out in regulation 20(2) for approval.

Advertising of vacant post

3. (1) On approval being granted to fill a vacant post, human resources should develop a job advert for the post to be advertised within the municipality and externally, where appropriate.
- (2) The job advert must at least specify those requirements as set out in regulation 22(2).
- (3) Advertisements should be placed to reach, as efficiently and effectively as possible, the widest pool of internal and external potential applicants.
- (4) The municipal manager must determine whether a recruitment agency or head hunting process is to be used for any recruitment process.
- (5) The manager responsible for human resources or the staff member to whom this is delegated is responsible for simultaneously placing internal and external advertisements in the most appropriate forums or publications.
- (6) The manager responsible for human resources or the staff member to whom this is function is designated must record all internal and external applications and must update the information as the selection process unfolds.
- (7) The record that must be maintained must comply with the regulations.

Shortlisting

4. (1) Shortlisting refers to the process of reducing the number of applicants to be considered for the vacant post.
- (2) A set of selection criteria must be determined and applied to ensure that the process is fair and non-discriminatory.
- (3) The selection panel appointed to recommend the appointment of persons to the vacant post must perform the shortlisting and develop the shortlist.
- (4) The appointment of the selection panel must comply with regulation 25 of the Regulations.
- (5) The selection criteria must be objective, relate to the requirements of the job and the future needs of the municipality.
- (6) The appointed selection panel must determine the criteria according to—
- (a) the specific competencies, skills and abilities required for satisfactory performance in the job; and
- (b) the key performance areas of the vacant post.
- (7) The supervisor and the manager responsible for human resources or the staff member to whom this is delegated must agree shortlisting methods before they are applied, which may include the screening of curriculum vitae, telephonic interviews, and competency-based evaluations.
- (8) The number of people on the shortlist should be restricted to those who show in their applications that they clearly meet the minimum requirements, which are—

(a) all the skills, knowledge, competencies and abilities identified in the job description that the potential candidate must possess at the time of appointment, or which the candidate would be able to acquire in a reasonable time; and

(b) all the qualifying criteria for the post.

(9) The supervisor and the manager responsible for human resources or the staff member to whom this is delegated must take into account formal qualifications, prior learning and relevant experience, or the capacity to acquire the necessary skills and competencies within a reasonable time.

(10) If a large number of applicants meet the minimum selection criteria, a further shortlisting process may be required.

(11) The selection panel must maintain a comprehensive record of the shortlisting process and the decisions taken.

Reference and personal credential verification

5. (1) The manager responsible for human resources or the staff member to whom this function is delegated must conduct the screening of the shortlisted candidates in compliance with regulation 28.

(2) The results of the screening process must be captured in writing for each shortlisted candidate and submitted to the selection panel.

Interviews

6. (1) The manager responsible for human resources or the staff member to whom this function is designated must submit to the selection panel, within five days of the screening being completed, the following:

(a) the list of shortlisted candidates; and

(b) the results of the screening process.

(2) Each of the shortlisted candidates must be interviewed.

(3) The purpose of the interview is to expand on information provided in the application, collect new information, further assess the applicant's degree of competence and assess whether the applicant matches the requirements of the job.

(4) Prior to the interviews, the panel should meet to confirm:

(a) the process to be followed;

(b) the selection criteria for the advertised post based on the relevant qualifications, experience, competencies, skills and expertise required for the post; and

(c) the questions to be asked.

(5) During the interview the selection panel is responsible for ensuring that—

(a) the interview is structured;

(b) consist questioning techniques are used across interviews;

(c) there is a competency-based focus on the requirements of the job; and

(d) the interview is non-discriminatory in respect of race, gender or disability.

(6) During the interview, the panel must ensure that the applicant being interviewed has a reasonable opportunity to ask questions about the job and employment with the municipality.

(7) The selection panel must keep a written record of their assessment of the candidates interviewed.

(8) After considering all the relevant information, the selection panel must recommend at most three candidates in order of preference, or, if no candidate is found to be suitable, recommend that the post be re-advertised.

(9) Adequate records of the entire selection process must be maintained including: selection and shortlisting criteria; reasons for inclusion or exclusion of the candidates; copies of other assessment results; notes on the interview assessments of each candidate; reference checks; and notes on the deliberations informing the selection decision. These records should be kept in a secure location on the municipality's premises.

(10) After the interviews are finalised, the manager responsible for human resources, in collaboration with the chairperson of the selection panel, must prepare a written motivation detailing the following:

- (a) the selection process,
- (b) the candidate screening outcomes,
- (c) the interview assessment outcomes; and
- (d) the recommendations of the selection panel for the municipal manager or the staff member to whom this function is designated, in the case of other staff.

Appointment

7. (1) The appointment of the approved candidate must be finalised in compliance with regulation 29.

(2) The manager responsible for human resources or the staff member to whom this is designated must—

- (a) submit an offer and letter of appointment to the approved candidate; and
- (b) inform all other candidates interviewed that they were unsuccessful.

**GUIDELINE 2B
RECRUITMENT REQUISITION FORM**

Below is a recruitment requisition form, which should be completed when a decision is made to recruit a person for a post.

The municipality is committed to the maintenance of diversity and equity in employment within all categories and levels in the workplace

DIVISION:

DEPARTMENT:

POSITION:

GRADE:

MINIMUM EDUCATION:

MINIMUM EXPERIENCE:

- KEY RESPONSIBILITIES:
- (1)
 - (2)
 - (3)
 - (4)
 - (5)
 - (6)
 - (7)
 - (8)
 - (9)

COMPETENCY REQUIREMENTS:
.....
.....

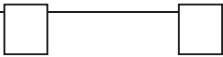
MEDIUM OF ADVERTISING INTERNAL EXTERNAL

REASON FOR RECRUITMENT: ADDITIONAL STAFF RESIGNATION

NEW POSITION PROMOTION

OTHER – SPECIFY

.....



BUDGET AVAILABLE: YES	NO
If no, state reasons	
.....	
.....	
.....	
.....	

.....
(Signature): HEAD OF DEPARTMENT

.....
DATE

NAME:

RECOMMENDED/NOT RECOMMENDED

.....
(Signature): HOD: HUMAN RESOURCES

.....
DATE

NAME:

APPROVED/NOT APPROVED

.....
(Signature): EXECUTIVE MANAGER

.....
DATE

NAME:

GUIDELINE 2C**INTERVIEW GUIDE**

(1) Below is an interview panel assessment form that should be completed by each member of the interview panel during the interview and guidelines for the completion of the form.

Interview Panel Assessment Form

Interviewer name:	
Applicant name	
Date of interview	
Position/s applied for	
Notes / overall impression of the candidate in words	
Recommendation	

Panel member signature

Date

Interviewer guidelines**General:**

- All candidates are entitled to the same questions. This contributes towards a consistent interview process that is legally defensible.
- Keep a record of the candidate's answers. It serves as proof for the scores you give and will be required should you be accused of using discriminatory tactics.
- Never make personal remarks about the answers that the candidate has given to the questions asked.

- Do not ask questions about the candidate's personal life i.e. "What is your marital status?" or "Are you planning on having children in the near future?"
- At the end of the interview, thank the candidate for taking the time to attend and explain what the next steps in the process are.

How to open the interview:

Open the interview touching on the following key points:

- That the organisation has identified what, besides skills and experience, is important in order to perform well in the position;
- Explain that while we do not yet know when the outcome of the recruitment process will be available we are committed to as quick a process as possible and that all candidates will be notified as the information becomes available;
- Introduce yourself and explain to the candidate that you are going to be conducting a structured interview, and will be asking him or her for specific examples of where he or she did certain things or took certain actions or decisions; and
- You need to record as much information as possible during the interview and you will therefore be writing a lot during the interview.

Note taking:

- Listen to the responses and evaluate the quality and depth of the answers.
- Record your impression of the candidate.
- Note any evidence of competencies the candidate demonstrated.

The following rating scale should be used when interviewing candidates:

Evaluation rating scale		
Scale	Description	Indicators of Performance
4	Excellent	The applicant possesses exceptionally well developed and relevant skills and abilities for the technical and/or behavioural competencies required to perform the position.
3	Competent	The applicant possesses relevant skills, knowledge and abilities. They would generally be effective against this criterion.
2	Requires Development	The applicant possesses some skills, knowledge and abilities relevant to the criterion, but is limited on others. She/he requires further training and development to meet the standards required for this criterion.

Evaluation rating scale		
Scale	Description	Indicators of Performance
1	Unsatisfactory (Below Standard)	The applicant is unable to demonstrate that she/he possesses the adequate skills, knowledge and abilities in relation to the criterion. She/he would not be suitable to perform the duties of the position.

Closing the interview:

- Thank the candidate for coming to the interview.
- Give the candidate the opportunity to ask questions.
- Explain the next step in the process and any time frames, including who will contact them and when.

GUIDELINE 2D

INDUCTION OF STAFF

Introduction

1. (1) The induction of staff is critical to ensuring—
 - (a) the comprehensive introduction of newly hired staff members to the operations, ethos and culture of a municipality; and
 - (b) the speedy integration and long-term retention of staff members.
- (2) Induction is an important component of the municipality's recruitment and selection, capacity building and retention of staff strategies and procedures.

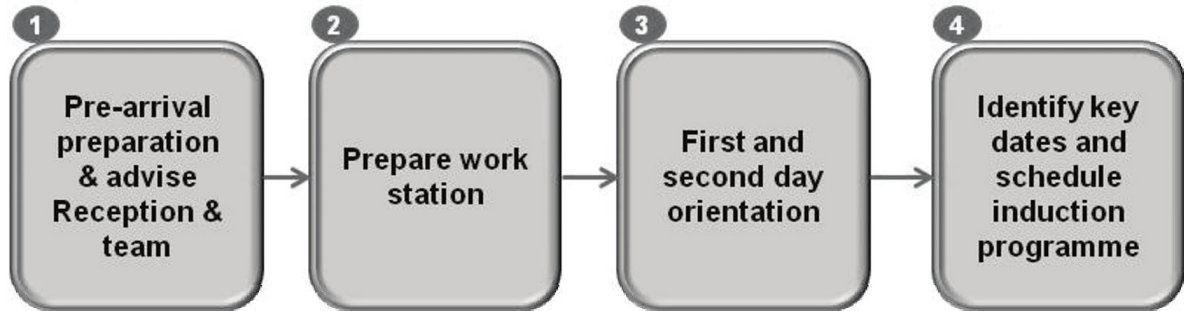
Principles and purpose

2. (1) The importance of consistent induction requires all new municipal staff members to attend a standardised induction programme within a month of commencing employment.
 - (2) Induction programmes should result in new staff members having a clear understanding of the operations of the municipality, as well as its structure, strategy, objectives and culture.
 - (3) Municipalities should use induction programmes to:
 - (a) welcome new employees in a constructive way that projects a positive image of the municipality;
 - (b) introduce the staff member to the working environment and his or her colleagues;
 - (c) facilitate integration into the job functions, the department, team and the municipality as a whole;
 - (d) provide the new staff member with comprehensive information about the municipality's policies, health and safety requirements, procedures, facilities, and services;

- (e) highlight and introduce performance standards, expectations and required behaviour patterns for effective job performance;
- (f) establish a solid foundation for the staff member to embrace the challenges of the post and to build commitment to the municipality; and
- (g) open effective communication channels.

Induction procedure guidelines

3. (1) The following steps are provided as a guideline for any induction programme:



- (2) Step 1: Pre-arrival preparation and advise reception and the team:
- (a) Prepare an information pack for the new staff member prior to arrival containing at least the following information:
 - (i) Welcome letter from the municipal manager and departmental head;
 - (ii) Offer letter and details of package;
 - (iii) Overview of benefits;
 - (iv) Code of conduct;
 - (v) Job description;
 - (vi) Start date, where and whom to report to;
 - (vii) Recruitment specialist contact name.
 - (b) One week prior to starting date, the supervisor should give the new staff member a courtesy call.
 - (c) Prior to the arrival of the new staff member (i.e., a day or two before the new staff member commences employment), the supervisor should inform reception and the relevant team that the new staff member will be joining and provide information regarding the staff member's arrival in order to ensure a welcoming first day. The supervisor should ensure that reception knows that the new staff member will be arriving, and can direct the staff member to his or her new work station.
- (3) Step 2: Prepare work station: Ensure that the work area or desk is free and clean and provide some stationery. If the staff member requires a personal computer, arrange one and facilitate password access. Also organise parking and appropriate access cards, if necessary.
- (4) Step 3: First and second day orientation: This should be arranged and managed by Human Resources and the relevant supervisor. The orientation should entail at least the following:
- (a) Provide a workplace tour: Provide a guided tour of the municipality's work areas with which the staff member will have most contact, as well as staff and office facilities. Introduce the staff member to colleagues.

- (b) Support provided for general administration (personnel file created, payroll record created, benefits explained and finalised, uniform and work tools assigned, computer and e-mail address set up, telephone activated, keys and access cards provided, stationery and business cards issued, parking assigned).
- (c) The staff member must receive the employment contract as well as copies of the municipality's policies and be requested to sign the employment contract and a copy of it which he or she may keep.
- (d) Arrangements should be made for the staff member to meet supervisor for detailed discussion of—
- (i) expectations (for example, KPAs);
 - (ii) work timetable and tasks for the following two weeks;
 - (iii) accountability framework (meetings and reporting lines).
 - (iv) information on the department that he or she will be joining. This will include the organisational structure of the department, the role of the department and how it fits into the larger organisational structure, as well as its strategic drivers. The supervisor must also discuss the new staff member's role and how it fits into the municipality, provide him or her with specific tasks for the weeks ahead, identify any courses or events that the new staff member should attend and make the required bookings.
- (5) Step 4: Schedule and run an induction programme: The induction programme should at least be a one-day session at the end of the month in which the employee commences employment to—
- (a) understand the municipality and its integrated development plan;
 - (b) understand the structures of the municipality;
 - (c) understand the vision and strategy of the municipality;
 - (d) acquire insight into and understand the municipality's culture – "the way we do things" – and the municipality's values through messages from senior managers;
 - (e) obtain an overview of policies and the staff member's rights and obligations;
 - (f) meet peers from other departments; and
 - (g) discuss performance and reward management and how it affects the staff member.
- (6) For staff members who are at middle management levels in the municipality, the municipality should customise the orientation to include—
- (a) meeting with the senior manager to agree on a written performance agreement with clear and realistic goals so that he or she has an early sense of what is expected of him or her and to negotiate realistic timeframes for the new staff member to assume responsibility;
 - (b) providing guidance on managing relationships and coming to grips with the challenges and requirements of the new environment; and
 - (c) additional content into a one-day on-boarding and induction workshop that encompasses—
 - (i) an overview of legislation;
 - (ii) financial management, risk management, and corporate governance;
 - (iii) managing and leading people;
 - (iv) the municipality's middle manager competencies; and
 - (v) leadership behaviours.

GUIDELINE 2E

ATTRACTION AND RETENTION OF COMPETENT STAFF

Introduction

1. (1) The attraction and retention of competent staff must form part of the municipality's talent management framework and strategy.
- (2) Talent management is an integrated process designed to attract, retain and develop competent staff.
- (3) Effective talent management ensures operational continuity and sustainability of the municipality by ensuring that the appropriate people, with the appropriate skills, are in the appropriate job at the right time.
- (4) The municipal manager must ensure that the municipality develops and implements an effective staff attraction and retention strategy and plan.
- (5) A committee of the municipal council established in terms of section 79 of the Local Government: Municipal Structures Act, 1998 (Act No. 117 of 1998) must monitor the implementation of the approved staff attraction and retention strategy and plan.

Attraction of competent staff

2. (1) In developing a staff attraction strategy and plan, the municipality must consider the following:
 - (a) The municipality's staff value proposition.
 - (i) A value proposition is the concise description of what the municipality has to offer potential staff.
 - (ii) The employee value proposition is a message designed to persuade and entice sought after professional and technical skills to consider being employed at the municipality.
 - (iii) The staff value proposition should be inspirational, motivational, attractive and distinctive.
 - (b) The municipality's long-term and current strategic organisational requirements in respect of leadership competencies, technical skills and public service imperatives.
 - (c) The municipality's ability as an employer to provide a favourable work environment for staff.
- (2) The attraction strategy and plan should include different techniques that can be used, and may include those set out in Table 3 below.

Table 3**Attraction of staff techniques**

Item	Technique	Examples
1	Buying talent	Building relationships with important sources of talent such as tertiary institutions, business schools, using referral hiring, creating partnerships with staff search agencies, targeting potential staff members, building an internet recruitment strategy.
2	Building talent	Providing training and development for key staff members.
3	Borrowing talent	Forming alliances with organisations in the private and public sector, retaining consultants, building skills transfer programmes, outsourcing work, maintaining relationships with former staff members.
4	Bouncing talent	Investigating opportunities such as secondment, flexible work arrangements and contract work.
5	Binding talent	Offering financial and non-financial inducements to retain talent.
6	Boosting talent	Promotion and staff recognition schemes.

Identification of competent staff

3. (1) The identification of scarce, critical and high-risk skills must form the basis of any talent management interventions.
- (2) The manager responsible for human resources must develop a framework for the identification of competent staff.
- (3) The framework must enable the identification of leadership groups and technical talent in the municipality.
- (4) Supervisors, in consultation with the manager responsible for human resources, must identify competent staff members.

Retention strategy

4. (1) The manager responsible for human resources must—
- (a) oversee the retention strategy; and
- (b) ensure that there is consistency in the way in which competent staff are managed and engaged by—
- (i) ensuring that systems and processes are structured to provide flexibility within the legal framework so that staff can be managed effectively and differently, if necessary;

- (ii) providing supervisors with the authority to act in this regard, whilst offering strategic advice and support;
- (iii) reviewing policies and procedures to ensure that they provide the measure of flexibility necessary to accommodate competent staff members; and
- (iv) developing an accountability framework that details the boundaries within which supervisors may act to retain staff.

Actions to retain staff

5. (1) Each supervisor must engage on an individual basis with those staff identified as competent staff members to understand both their tangible and intangible motivations and aspirations.

(2) This engagement may be integrated with the performance management cycle and the formulation of personal development plans.

(3) The manager responsible for human resources and other human resources staff should support supervisors by providing them with the methodology and instruments to undertake this engagement.

(4) The engagement with a staff member should take into account—

- (a) the staff member's interests, values, skills, and development needs; and
- (b) the various options available to the staff member.

(5) Supervisors, in consultation with staff employed in the human resources function, must identify those tangible and intangible motivations that are not feasible and should consult with the staff member to find a satisfactory solution.

(6) The engagement must result in a plan that is signed off by both the staff member and the relevant supervisor and ratified by the manager responsible for human resources.

(7) The plan should contain both tangible and intangible actions, timelines, targets, and conditional requirements.

(8) The plan should become the basis for the development, engagement and retention of competent staff members.

(9) The manager responsible for human resources, together with the relevant supervisors, must develop and apply a talent exposure programme for new talent entering the municipality or entering a specific level within the municipality.

(10) The exposure programme should aim at providing competent talent with structured exposure to particular fields of work and roles.

(11) The manager responsible for human resources, or the person to whom this function is delegated, must ensure that the programme defines the roles that talent on the programme will perform so that their skills and development requirements are optimised during the exposure, and expectations are managed.

(12) Supervisors should engage with competent staff members in a discussion regarding their plan on an ongoing basis.

(13) The talent management plan must be reviewed annually and the review should coincide with the performance management cycle of the municipality.

(14) The review should consider the steps that have been completed in the plan, what is still required to be done, performance, next steps, amendments and support needed.

(15) The plan should be updated and sent to the manager responsible for human resources for ratification.

GUIDELINE 2F**CONFIDENTIAL EXIT INTERVIEW**

1. (1) A guideline for a confidential exit interview is set out below.
 (2) At the outset the employee must be informed that the interview is confidential and that the employee's name will not be attributed to the information provided.

Employee's Name:..... Employee No:.....

Department:..... Position:.....

Date of Interview:..... Place:.....

Interview conducted by:.....

Designation:.....

Date of Resignation:.....Last day of service:.....

Reasons for resignation:

Tick	Reason for Resignation	Tick	Reason for Resignation
	Personal		Insufficient challenges
	Improved salary conditions		Inadequate support from management
	Lack of capacity for position		Poor communication/ relationship with superiors/ colleagues/ subordinates
	Seeking better career advancement		Commuting difficulties
	Change in professional direction		Insufficient accommodation for specific needs
	Inadequate leadership or guidance		Unsatisfactory work environment
	Overloaded with responsibilities		Pay disparity
	Need to relocate/ emigrate		To avoid transfer
	To study full-time		To care for child/ children
	To care for elderly dependents		To retire early
	For personal/ family health reasons		Discrimination
	To avoid consequences of proposed or actual disciplinary action		Other

COMMENTS:

GUIDELINE 2G**HUMAN RESOURCE SUPPORT FOR OFFICES OF THE MAYOR, SPEAKER AND WHIP****Introduction**

1. (1) The municipality must ensure that there is sufficient capacity to support the offices of the mayor, speaker, and whip.
- (2) The staff establishment of a municipality should include staff support for the offices of the mayor, speaker and whip.

Guideline for staff support for political office bearers of municipalities

2. The staff complement for the offices of the mayor, speaker and whip is set out in Table 4 below.

Municipal grading determined in terms of upper limits for municipal councils at the commencement of tenure of office of council	Office		
	Mayor	Speaker	Whip
6	6	3	2
5	5	3	2
4	4	2	1
3	3	1	1
2	2	1	0
1	0	0	0

Table 4: Staff complement for political office bearers of Category A municipalities**General**

3. (1) The organisational structure and staff complement should be determined by the Council, in consultation with the offices of the mayor, speaker and whip, who may decide on the creation and grading of posts, as required by Chapter 2 of the Regulations.
- (2) An appointment to a post in an office of a political office bearer must be done in compliance with Chapters 2 and 3 of the Regulations.

CHAPTER 3**TERMS AND CONDITIONS OF EMPLOYMENT****GUIDELINE 3A****EMPLOYMENT CONTRACT**

Below is a pro forma contract of employment to be used when a person is appointed.

[Date].....

[Name].....

Address.....

Address.....

Postal Code].....

Dear [Mr/Ms Name].....

OFFER OF EMPLOYMENT

The Municipality has pleasure in offering you a position with it on the terms reflected below. If the terms are agreeable to you and you have read and understood them, please initial each page and sign in the space indicated at the end of this contract to record your acceptance. This document must then be returned and will be placed in your personnel file.

1. THE PARTIES

- 1.1 The Municipality established in terms of the Local Government: Municipal Structures Act, 1998 (Act No. 117 of 1998), conducting business at, herein represented byin his/her capacity as Municipal Manager/.....(Designation of Manager) acting on behalf of the Municipality (“the Municipality”); and
- 1.2 Mr/Ms.....of.....(“ the Staff member”) and (jointly referred to as “the parties”).

2. APPOINTMENT AND DURATION

- 2.1 This agreement constitutes the sole agreement between the parties and no representation not contained in this agreement will be of any force between the parties.
- 2.2 Irrespective of the last date of signature of this agreement, this agreement will be effective from, and will be deemed to have commenced on _____.
- 2.3 The Municipality hereby confirms the appointment of the Staff member to the position of _____, and the Staff member hereby accepts such appointment.
- 2.4 During the subsistence of this agreement, the Staff member must devote all of his or her time and attention during working hours to the administration and affairs of the Municipality.
- 2.5 This agreement will endure until terminated in accordance with the termination provisions contained in this agreement.

3. PROBATIONARY PERIOD

- 3.1 This clause will only be applicable to new staff members.
- 3.2 The Staff member shall serve an initial probationary period of _____ months as calculated from the date of his or her employment with the Municipality.
- 3.3 During this probationary period the Staff member’s suitability for permanent employment will be assessed, and, at the completion of the probationary period, the Staff member’s permanent employment will either be confirmed or not confirmed, provided that nothing in this agreement must be construed as preventing the Municipality from renewing or extending the probationary period.

4. PLACE OF WORK

- 4.1 The Staff member will normally perform his or her duties at _____.
- 4.2 The Municipality may, however, require the Staff member to work at such places within the Republic whether on a temporary or permanent basis, as the Municipality may from time to time require, and may require the Staff member to travel nationally and internationally in order to meet the Municipality’s operational needs.

5. HOURS OF WORK

- 5.1 The Staff member will be required to work _____ ordinary hours of work per week. The official business hours of the Municipality are from 08h00 to 16h30, Monday to Friday. The starting and finishing times may however be changed by Management depending on the operational needs and requirements of the operation. These hours are merely a guide and the Municipality expects the Staff member to work such additional hours as are commensurate with the duties and responsibilities attaching to the Staff member's position and status.
- 5.2 The Staff member will be permitted to take ____ as a meal interval, during his or her normal working hours, on a daily basis. During the meal interval, the Staff member may be required or permitted to perform only the work that cannot be left unattended and cannot be performed by another staff member. The staff member is entitled to two tea breaks, no longer than 15 minutes each that will be taken as needed.
- 5.3 It is a material term and condition of the Staff member's employment that he/she agrees to work overtime AND/OR on Sundays when required or requested to do so, within the parameters permitted by the law. Given the Staff member's position in the Municipality, it is incumbent on the Staff member to work such hours as are required for the fulfilment of his or her duties at any given time, without necessarily being requested by the Municipality to do so.

DRAFTING NOTE – DELETE WHICHEVER IS NOT APPLICABLE: EITHER 5.4 TO 5.6 (STAFF MEMBERS EARNING BELOW THE BCEA EARNINGS THRESHOLD) OR 5.7 (STAFF MEMBERS EARNING ABOVE THE BCEA EARNINGS THRESHOLD)

- 5.4 It is recorded that at the date of signature of this Agreement that Chapter 2 of the Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997) (the "BCEA") is applicable to the Staff member's employment. Chapter 2 relates to hours of work and payment for overtime for a Staff member who earn less than the statutorily determined minimum threshold, and/or who are not senior managerial Staff member.
- 5.5 The staff member is entitled to be paid one and a half times his or her hourly remuneration for every hour of approved overtime worked. In respect of Sunday overtime work, the Staff member is entitled to be paid two times his or her hourly remuneration for every hour of approved overtime worked.
- 5.6 Insofar as there may be changes to Chapter 2 of the BCEA so that any increased payments or benefits arising there from no longer apply to the Staff member because the Staff member is earning in excess of the earnings threshold prescribed, the Staff member's contract of employment will be deemed automatically to have been amended. The effect of this is that the Staff member may thereafter be required to work overtime including weekends, without additional remuneration.
- 5.7 It is recorded that at the date of signature of this Agreement that Chapter 2 of the BCEA is not applicable to the staff member's employment by virtue of either his or her positional duties and/or because his or her annual earnings exceed the statutory threshold of

earnings as contemplated by the BCEA. The Municipality is accordingly not under any obligation to regulate the staff member's working hours within the parameters of such Chapter, nor to make any payment of remuneration arising out of such Chapter. For the avoidance of doubt, the Staff member is obliged to work such hours and on such days as required by the Municipality without receiving any additional compensation therefore.

6. PAYMENT OF REMUNERATION

- 6.1 The Staff member's remuneration will be calculated on a total cost to Municipality basis and paid monthly in arrears on the ____ day of each consecutive month into an account with a South African financial institution as nominated by the Staff member in writing.
- 6.2 The staff member's salary will be reviewed annually and increases in basic remuneration will be determined with reference to the staff member's performance as assessed and measured against the performance standards provided for in this contract and in terms of any performance management system adopted and implemented by the Municipality and the conditions of the annual wage agreement reached in the South African Local Government Bargaining Council, if applicable.
- 6.3 The Staff member may be entitled to receive a performance reward in line with Chapter 5 of the Local Government: Municipal Staff Regulations, 2015. The performance reward remains solely at the discretion of the Municipality and is subject to the performance of the Municipality as measured by the Municipality's performance management system and the performance of the Municipality.

7. DEDUCTIONS

- 7.1 The Municipality will be entitled to deduct from the Staff member's remuneration:
- 7.1.1 any amount that the Municipality is legally obliged to deduct, e.g. income tax, unemployment insurance;
- 7.1.2 any amount in respect of which the Staff member has given written authority and/or is required in terms of the Municipality's conditions of employment; or
- 7.1.3 any other amount as required by an order of court or in terms of any applicable legislation without seeking written authorisation of the Staff member.
- 7.2 It is expressly agreed that should the Staff member, at any time, owe any amounts to the Municipality, he/she hereby authorises the Municipality to deduct such amounts owed from or set off amounts owed against, any amount owed to the Staff member by the municipality. Further, the Staff member expressly agrees that the municipality may make deductions from his or her pension fund moneys where there is a shortfall in what is owed to the Staff member by the Municipality after deductions or set offs have been made from moneys owed by the Municipality to the staff member

8. DUTIES AND RESPONSIBILITIES

- 8.1 The Municipality's duties are to:
- (a) Insert duties and responsibilities
- 8.2 The staff member must perform all such duties, which he or she may reasonably be required to perform by the Municipality.

- 8.3 The Staff member furthermore undertakes to—
- (a) devote the whole of his or her time and attention to the performance of his or her duties under this agreement during usual business hours and after usual business hours when required to do so;
 - (b) adhere to and observe all legislative requirements and the Code of Conduct for Municipal Staff Members;
 - (c) adhere to and observe all reasonable directions and instructions given to him or her from time to time;
 - (d) use his or her best endeavours to protect and promote the business of the Municipality and preserve its reputation and goodwill;
 - (e) exercise the utmost good faith towards the Municipality in carrying out his or her duties and in all dealings with the Municipality.
 - (f) perform he or his duties with due care and diligence, in a professional manner and in conformity with the standards required by the Municipality;
 - (g) use the assets of the Municipality entrusted to it, if any, with the utmost care;
 - (h) in relation to the Municipality, act honestly and in good faith; and
 - (i) avoid any material conflict between its own interests and those of the Municipality.

9. DISCIPLINE, POLICIES AND GRIEVANCES

- 9.1 The staff member will be subject to the disciplinary code and procedure as applicable to all staff members and as amended from time to time.
- 9.2 The Staff member may, depending on the merits of the case and the provisions of the disciplinary code and procedure, be subject to disciplinary sanctions including verbal warnings, written warnings, final written warnings and dismissal for misconduct.
- 9.3 The staff member will be subject to the terms and conditions of employment as laid down in this document, the Local Government: Municipal Staff Regulations and in policy documents of the Municipality as amended from time to time.
- 9.4 On signature of this agreement, the staff member hereby expressly agrees that all email and electronic communications, including communications transmitted by means of a telecommunication system may be monitored, intercepted and/or recorded by the Municipality, for business purposes and for any other reason, as determined by the Municipality.

10. TERMINATION OF EMPLOYMENT AND NOTICE OF TERMINATION

- 10.1 The contract of employment will terminate —
- 10.1.1 at the staff member's instance (resignation); or
 - 10.1.2 at the instance of the Municipality if the Municipality terminates the staff member employment contract for reasons relating to the Staff member's conduct, capacity or the operational requirements of the Municipality, or for any other reason that is recognised by law as being sufficient.
- 10.2 In the case of termination of the employment contract at the instance of either the staff member or the Municipality as envisaged in sub-clauses 10.1.1 and 10.1.2 above, and, subject to the provisions of clause 10.3 below, either party will give the other written notice of termination of employment of:

- 10.2.1 two weeks, if the Municipality has been employed for six months or less;
 - 10.2.2 four weeks, if the staff member has been employed for 12 months or less; or
 - 10.2.3 one month, if the Staff member has been employed for more than 12 months.
- 10.3 The Municipality may terminate this contract of employment summarily (i.e. without notice) if the reason for the termination relates to serious misconduct or gross failure to meet the performance standards as set and communicated to the staff member (including the failure by the staff member to conclude a performance agreement) or gross negligence on the part of the staff member or for any reason recognised by law as being sufficient, provided that nothing in this clause or this contract may exempt the Municipality from following fair pre-dismissal procedures as and when required in terms of applicable legal principles and/or legislation.
- 10.4 The normal age of retirement is 65 years and this contract of employment terminates on the first calendar day of the month following the day on which the Staff member reaches that age.

11. ANNUAL PAID VACATION LEAVE

- 11.1 For the purposes of this chapter, an annual leave cycle means a 12-month period from 1 January to 31 December.
- 11.2 The staff member will be entitled to _____ working days' leave on full remuneration during every leave cycle. The staff member who commences employment after 1 January is entitled to paid annual leave on a pro rata basis.
- 11.3 Annual leave must be taken at a time convenient to the Municipality and with the prior written approval of the Municipality's delegated functionary. Where no agreement as to the time of the leave to be taken can be reached, the Municipality will determine when the staff member may go on leave, subject to compliance with this contract. The Municipality may not unreasonably refuse an annual leave application.
- 11.4 The staff member must take at least 10 working days annual leave in each annual leave cycle and the remaining days must be taken before the end of the following annual leave cycle, failing which the staff member forfeits the annual leave days.
- 11.5 The staff member may not cash in any portion of his or her annual leave, other than in that instance as specifically provided for in clause 11.6 below.
- 11.6 The provisions of this contract or this clause do not affect the right of the staff member to be remunerated, on termination of service, for any annual leave that is due to the staff member at the time of termination.
- 11.7 Annual leave may not be taken during —
- 11.7.1 any other period of leave to which the staff member is entitled in terms of this contract, or
 - 11.7.2 any period of notice of termination of employment.

12. SICK LEAVE

- 12.1 For the purposes of sick leave a leave cycle is a period of 36 months calculated from the date of 1 January. If the staff member commences employment after 1 January the first sick leave cycle must be pro-rated.

- 12.2 During every sick leave cycle a staff member is entitled to _____ days sick leave on full remuneration.
- 12.3 An staff member will not be entitled to remuneration in respect of absence from work on the grounds of illness if the staff member has been absent from work for more than two consecutive days or on more than two occasions (irrespective of whether it was consecutive) during an eight-week period unless the staff member, produces a medical certificate, which complies with regulation 41(3) of the Local Government: Municipal Staff Regulations.
- 12.4 Nothing contained in this clause shall preclude the Municipality from requesting the proof of incapacity in respect of any occasion of absence by the Staff member regardless of the duration and frequency of such absence.
- 12.5 Nothing in this clause affects the rights of the Municipality to terminate a contract of employment for reasons of incapacity (ill health), subject to compliance with the applicable legislation.

13. FAMILY RESPONSIBILITY LEAVE

- 13.1 During each annual leave cycle the staff member is entitled to five days family responsibility leave, at the request of the Staff member, on full remuneration.
- 13.2 The Staff member may only take family responsibility leave if the Staff member—
- 13.2.1 spouse or life partner gives birth to or adopts the Staff member's child;
 - 13.2.2 child, spouse or life partner is sick;
 - 13.2.3 child, adopted child, spouse or life partner, sibling, parent, adoptive parent or grandparent dies.
- 13.3 Before remunerating a staff member for family responsibility leave, the Municipality may require reasonable proof of an event contemplated in 13.2 above and in respect of which the staff member requested leave.
- 13.4 A staff member's entitlement to unused family responsibility leave lapses at the end of the annual leave cycle in which it accrues and may not be transferred to another leave cycle or accumulated.

14. EXTRANEOUS EMPLOYMENT

- 14.1 The staff member must place his or her time at the disposal of the Municipality within normal working hours or such other hours of work as may be agreed, including overtime and emergency work.
- 14.2 For the purposes of this clause, "extraneous employment" or "private work" refer to all remunerated work performed by an staff member outside the scope of his or her normal employment which he or she may reasonably be required to perform by and/or for the Municipality from time to time, whether or not such tasks are specified in an agreement with the Municipality, and includes all tasks performed for any person or body other than the Municipality, including all directorships, and the like.
- 14.3 The staff member may not become involved in private work outside the Municipality for remuneration unless the staff member has obtained the prior written approval of the Municipality.

- 14.4 The staff member may not, in his or her personal capacity, obtain or retain any interest or seek to acquire any interest in a business undertaking, project or plan which has or has the potential of affecting —
- (a) the business interests of the Municipality;
 - (b) the operational requirements and needs of the Municipality;
 - (c) the image or perceptions of the Municipality;
 - (d) the image or perceptions of any or all of the staff member of the Municipality;
 - (e) the direct or indirect long-term interests and/or concerns of the Municipality.
- 14.5 The staff member may not accept a directorship in any Municipality or obtain a membership of a close corporation or a share in a partnership or a joint venture, unless he or she has obtained the prior written consent of the Municipality.
- 14.6 Nothing in this clause must be construed as placing a limitation on the right of an employee to participate in activities in his or her community. Therefore, this limitation does not exclude the ordinary participation of a staff member in community service organisations such as school committees, church committees, social clubs, or sports organisations.

15. INTELLECTUAL PROPERTY RIGHTS AND CONFIDENTIALITY

- 15.1 Except in the proper performance of his or her duties, the staff member will not, either during his or her employment or at any time afterwards, either him or herself utilise and/or directly divulge and/or disclose to any third party, any information of a confidential nature concerning the business or persons having dealings with the Municipality that was obtained directly or indirectly during the course of or in connection with his or her employment.
- 15.2 This restriction applies after termination of this employment contract, but will not apply to information which becomes public, unless through an unauthorised disclosure by the staff member.
- 15.3 Any breach of Municipality or client confidentiality will be considered in a serious light and will be deemed a dismissible offence. The provisions of this clause will apply during the course of your employment with the Municipality and for one year thereafter.
- 15.4 Any invention, discovery, concept, process, model, template, design or improvement in procedure and any other intellectual property made or discovered by the staff member in the course and scope of his or her employment with the Municipality relating to or in any way affecting the business of the Municipality or capable of being used or adapted by the Municipality in connection with its business, must be disclosed by the staff member to the Municipality and will vest with and be the sole property of the Municipality without compensation to the staff member.
- 15.5 The staff member hereby assigns all the rights, present and future, mentioned in clause 15.4, to the Municipality.
- 15.6 The staff member will, when requested by the Municipality, sign all documents that may be necessary to effect such assignment.

16. COPYRIGHT

16.1 The staff member transfers and assigns to the Municipality, the copyright to all work done by the staff member in the course and scope of his or her employment with the Municipality.

SIGNED AT _____ ON THIS THE _____ DAY OF _____ 20____.

NAME:
FOR AND ON BEHALF OF THE MUNICIPALITY

SIGNED AT _____ ON THIS THE _____ DAY OF _____ 20____.

STAFF MEMBER
NAME:

GUIDELINE 3B**STAFF MEMBER'S PERSONAL DATA FORM**

1. All sections must be completed as fully as possible, using block letters.
2. All information will be treated as confidential.

Title (e.g. Dr, Mr, Mrs, Miss, Ms, etc):

Surname:.....

Maiden name (if applicable):.....

First Name:.....

Middle Names:.....

Preferred Name:.....

Birth date: / /

Identity Number:.....

Nationality (If not South African please provide work permit / residence permit number):.....

Marital Status:.....

Gender: Male.....Female.....

Race:.....African.....

Asian.....

Coloured.....White.....

Disability (please provide details if applicable):.....

Postal Address:.....

Telephone (Home): (.....)

Telephone (Business): (.....)

Cell:.....

Postal code:.....

E-mail address:.....

Residential
Address:.....
Postal code:

General Information

Driver's License: Yes/No	Code(s):
Tax Reference Number:	Tax Office:
Next of Kin	
First Name:	Relationship:
Surname:	Cell phone:
	Email:
Medical Practitioner	
First Name:	Cell phone:
Surname:	
Medical Aid	
Medical Aid:	
Medical Aid Number:	Medical Aid Plan:
	Number of Dependants:

Banking Details

Bank Name:	
Branch Code:	Branch Name:
Account Number:	
Account Holder Name:	
Account Type:	

Dependant / Spousal / Life Partner Details**Spousal / Life Partner Details**

Spousal / Life Partner Name:		Spousal / Life Partner Date of Birth:	
Spousal / Life Partner ID number:			
Dependants Details			
1. Surname:		Name:	
Gender: Male	Female	Date of Birth:	
Relationship:			
2. Surname:		Name:	
Gender: Male	Female	Date of Birth:	
Relationship:			
3. Surname:		Name:	
Gender: Male	Female	Date of Birth:	
Relationship:			

Languages			
Primary Language:			
Speak:	Basic	Intermediate	Fluent
Read:	Basic	Intermediate	Fluent
Write:	Basic	Intermediate	Fluent
Second Language:			
Speak	Basic	Intermediate	Fluent
Read	Basic	Intermediate	Fluent
Write	Basic	Intermediate	Fluent
Other Language:			
Speak	Basic	Intermediate	Fluent
Read	Basic	Intermediate	Fluent
Write	Basic	Intermediate	Fluent

Qualifications		
Institution	Degree/Certificate	Year of completion

Prior work experience			
	Current Year	Prior	Prior
Employer :			
Address:			
Phone number:			
Name of immediate supervisor:			
Duration of employment:			
May we contact the employer	<input type="checkbox"/> Y Yes	<input type="checkbox"/> N No	<input type="checkbox"/> Y Yes
		<input type="checkbox"/> N No	<input type="checkbox"/> Y Yes
			<input type="checkbox"/> N No

Professional Memberships
Organisation:
Membership Date:

Comments**Comments / Additional Information:****DECLARATION**

I certify that the above information, as provided by me, is true and correct to the best of my knowledge.

Signature of Staff member

Date

GUIDELINE 3C**PROBATION REVIEW FORM**

You are NOT required to submit a copy of this form where the staff member's performance during probation is satisfactory. However, you MUST submit a copy and seek the advice of your HR Manager as soon as possible if difficulties arise during the probationary period which mean that extending the probationary period and/or non-confirming the staff member in post are possible outcomes. Non-reporting will result in the assumption that the staff member's probation period is progressing satisfactorily.

The supervisor should ensure that the staff member is given a copy of this document at each stage of their probation and should retain the original to monitor progress against set objectives at follow-up meetings.

Probation Record

Staff membername:		
Job Title:		
Grade:		
Department		
Start Date:		
Supervisor:		
	Date Due	Please tick when completed
Initial Meeting		
1-month review:		
3-month review:		
6-month review:		
9-month review:		
12-month review:		

PART 1**Initial meeting**

This section should be completed by the supervisor within a week of the staff member commencing his or her employment.

SECTION A: Objectives	
The supervisor should identify specific performance requirements for the staff member. These will be statements of what should be achieved during the probationary period, including key performance indicators.	
SECTION B: Development Plan	
To support the staff member in achieving these requirements, the supervisor should identify any training and development needs and specify how and when these needs will be addressed during the probationary period.	
Staff member's Signature:	
Supervisor's Signature:	
Date:	

PART 2

First review (1 month) - a copy of PART 2 of this form may also be used to conduct a 3, 6 and 9-month review with a staff member whose probationary period is 6, 9 or 12 months)

To be completed by the Supervisor in discussion with the Staff member.

<i>(please tick)</i>	Improvement required	Satisfactory	Good	Excellent
Quality and accuracy of work				
Efficiency				
Attendance				
Time Keeping				
Work relationships (team work and interpersonal communication skills)				
Competency in the role				

If any areas of performance, conduct or attendance require improvement please provide details below.

Where concerns have been identified, please summarise how these will be addressed during the remaining period of probation.

Summarise the staff member's performance and progress over the period

Have the requirements identified for this period of the probation been met?	YES / NO	If NO, what further action is required?	Review Date
Have the training / development needs identified for this period of the probation been addressed?	YES / NO		
Staff member's Signature:			
Manager's Signature:			
Date:			

PART 3**Final Review**

To be completed by Supervisor in discussion with the Staff member.

<i>(please tick)</i>	Improvement required	Satisfactory	Good	Excellent
Quality and accuracy of work				
Efficiency				
Attendance				
Time Keeping				
Work relationships (team work and interpersonal communication skills)				
Competency in the role				
Have the requirements identified for the probationary period been met?	YES / NO	If NO, please provide details		
Have the training / development needs identified for the probationary period been addressed?	YES / NO			
Summarise the Staff member's performance and progress over the period				
Is the Staff member's appointment to be confirmed?				YES / NO
If NO, please provide reasons below and summarise what action has been taken to address any difficulties which have arisen during the probationary period.				
The Staff member may provide any comments about his or her experience of the probationary process here.				
Should the Staff member's probationary period be extended?				YES / NO

<i>(please tick)</i>	Improvement required	Satisfactory	Good	Excellent
If YES, please provide reasons and, where appropriate, specify any areas of improvement required and how these will be monitored.				
Length of the extension (max 3 months):				
New Probation Period completion date:				
Staff member's signature:				
Manager's signature:				
Date:				

CHAPTER 4**PERFORMANCE MANAGEMENT****GUIDELINE 4A****DEVELOPING A STAFF MEMBER'S KEY PERFORMANCE AREAS (KPAS)**

(1) For the purposes of implementing performance management, the contents of the documents listed in column A in table 5 below must be applied when preparing the documents listed in column B.

Table 5**Outputs and Inputs**

Column A Outputs of the following are ...		Column B Inputs into ...	
1	Integrated Development Plan	1	Annual Performance Plan, SDBIP, budget of the municipality
2	Annual Performance Plan, SDBIP, budget of the municipality	2	Departmental objectives
3	Departmental objectives	3	Staff member's KPAs and KPIs
4	Staff member's KPAs and KPIs	4	Staff members' KPAs and KPIs

(2) The formulation of the KPAs must satisfy the five criteria set out below—

S	Simple, clear and understandable
M	Measurable, in terms of quantity, and, if possible, quality, money, and time
A	Agreed between the staff member and the municipality
R	Realistic – within the control of the senior manager, taking account of the staff member's experience – but challenging
T	Timely – to reflect current priorities, capable of being assessed within the annual reporting cycle of the performance agreement

GUIDELINE 4B**ROLES AND RESPONSIBILITIES FOR PERFORMANCE MANAGEMENT****Obligations of municipality**

1. The municipality must —
 - (a) create an enabling environment to facilitate effective performance by the staff member;
 - (b) within the available resources of the municipality, provide access to skills development and capacity building opportunities;
 - (c) work with the staff member to solve problems and generate solutions to common problems that may impact on the performance of the staff member;
 - (d) on the request of the staff member delegate such powers reasonably required by the member to enable him or her to meet the performance objectives and targets established in terms of the performance agreement; and
 - (e) within the available resources of the municipality, make available to the staff member such resources as that member may reasonably require from time to time to assist the staff member to meet the performance objectives and targets established in terms of the performance agreement; and
 - (f) consult the staff member timeously where the exercising of the powers will have, amongst others—
 - (i) a direct effect on the performance of any of the staff member's functions;
 - (ii) commit the staff member to implement or to give effect to a decision made by the municipality; and
 - (iii) a substantial financial effect on the municipality.

Roles and responsibilities of supervisors

2. A supervisor must ensure that—
 - (a) the annual performance plan's key performance indicators with regard to the municipality's development priorities and objectives are—
 - (i) linked to each department's objectives; and
 - (ii) the KPAs in the performance agreements of the staff member;
 - (b) the KPAs of staff members in a department serve to achieve all the department's objectives;
 - (c) performance standards are specific, measurable, attainable, relevant, linked to specific time periods and in line with the ability of the staff member;
 - (d) a staff member must sign a performance agreement as required by these regulations or as determined in accordance with regulations 75;
 - (e) he or she monitor progress and measure performance of staff;
 - (f) he or she provide regular constructive feedback to the staff member; and
 - (g) he or she are available to support the staff member through the performance period.

Roles and responsibilities of managers responsible for human resource functions

3. The manager responsible for human resources or the staff member to whom this responsibility is delegated must—
- (a) provide support to the annual performance management process;
 - (b) provide guidelines on how to set KPAs and KPIs and their related targets;
 - (c) communicate to all staff members the performance calendar for the forthcoming financial year;
 - (d) facilitate training on performance management for new and existing staff members;
 - (e) provide guidance on setting development plans;
 - (f) consolidate the results of the performance management process and ensure that the identified development needs are incorporated into the annual training and development plan;
 - (g) prepare reports on performance ratings and salary budgets and expenditure for consideration by the municipal council or a duly appointed committee of the council; and
 - (h) communicate the performance assessment outcomes, including the final performance rating, the salary notch according to the salary scales, and any performance related salary increase.

Roles and responsibilities of staff members

4. A staff member must—
- (a) participate in setting his or her annual KPAs and KPIs;
 - (b) enter into a performance agreement annually with the municipality;
 - (c) remain committed to the KPAs and KPIs throughout the performance period and be accountable for his or her performance;
 - (d) take responsibility for his or her personal development and learning opportunities;
 - (e) where applicable, maintain a portfolio of evidence if required;
 - (f) actively seek out and be open to feedback; and
 - (g) know what is expected of him or her.

GUIDELINE 4C**USING THE ASSESSMENT RATING CALCULATOR****USING THE ASSESSMENT RATING CALCULATOR FOR SUPERVISORY STAFF MEMBERS****A. FOR THE KPAs**

1. For each KPA fill in the weighting that has been allocated to it. Ensure that the weightings allocated to all KPA's add up to 100. Note that space is made for 10 KPAs, but should be limited to 5 or 6 in number.
2. Rate each KPA according to the extent to which performance has met the criteria specified in the standards and indicators. Use the five point scale described in table 6.
3. The assessment rating calculator will automatically calculate a score for each KPA by multiplying the weighting by the rating.
4. The calculator will then automatically calculate a total score for the work plan by adding up the scores and multiplying this total by the 80% weighting allocated to the KPAs.

B. FOR THE JOB-SPECIFIC COMPETENCIES

1. For each relevant job-specific competency complete the weighting that that has been allocated to it. Ensure that the weighting adds up to 100. Note that municipalities are advised to limit the total number of job-specific competencies to 5.
2. Rate each job-specific competency according to the extent to which performance has met the specified standards. Use the five point scale described in table 6.
3. The assessment rating calculator will automatically calculate a score for each job-specific competency by multiplying the weighting by the rating.
4. The calculator will then automatically calculate a total score for the job-specific competency by adding up the scores and multiplying this total by the 20% weighting allocated to the job-specific competency.

USING THE ASSESSMENT RATING CALCULATOR FOR NON SUPERVISORY STAFF MEMBERS**A. FOR THE KPAs**

1. For each KPA fill in the weighting that has been allocated to it. Ensure that the weightings allocated to all KPA's add up to 100. Note that space is made for 10 KPAs, but should be limited to 5 or 6 in number.
2. Rate each KPA according to the extent to which performance has met the criteria specified in the standards and indicators. Use the five point scale described in table 6.
3. The assessment rating calculator will automatically calculate a score for each KPA by multiplying the weighting by the rating.
4. The calculator will then automatically calculate a total score for the work plan by adding up the scores and multiplying this total by the 100% weighting allocated to the KPAs.

C. ASSESSMENT RATING CALCULATOR

1. The assessment rating calculator for supervisory staff members will provide a final appraisal score by adding the totals obtained for the KPAs and the job-specific competencies.

Example of Assessment Rating Calculation

Annual Performance Assessment Assessment Rating Calculator								
Municipality : Name : Cycle:								
KPA	Weight	Rating	Score		Job Specific Competencies	Weight	Rating	Score
1	20%	3	0.6		1	20%	4	0.6
2	20%	3	0.6		2	20%	5	0.6
3	20%	3	0.6		3	20%	5	0.6
4	20%	3	0.6		4	20%		0.6
5	10%	3	0.3		5	10%		0.3
6	10%	3	0.3		6	10%		0.3
7					7			
8					8			
9					9			
10					10			
	100%		100			100%		100
KPA weight			80%		Job Specific Competencies weight			20%
KPA Score			80%		Job Specific Competencies Score			20%
Final Score								100%

2. The assessment rating calculator for non-supervisory staff members will provide a final appraisal score by adding the totals obtained for the KPAs.

Annual Performance Assessment Assessment Rating Calculator			
Municipality : Name : Cycle:			
KPA	Weight	Rating	Score
1	20%	5	0.6
2	20%	5	0.6
3	20%	5	0.6
4	20%	5	0.6

5	10%	5	0.3
6	10%	5	0.3
7			
8			
9			
10			
	100%		100%
KPA weight			100%
KPA Score			100%

CHAPTER 5

SKILLS DEVELOPMENT

GUIDELINE 5A

ROLES AND RESPONSIBILITIES FOR SKILLS DEVELOPMENT

Roles and responsibilities of staff members

1. A staff member must—
 - (a) actively manage their own development, whether for their current role or for their future career opportunities, based on their personal development plan;
 - (b) participate actively in skills audits;
 - (c) develop and reflect on their personal development plans with their supervisor;
 - (d) commit to development that coincides with the municipality's priority skills;
 - (e) participate actively in all forms of learning, training and development which will assist the staff member to meet agreed needs;
 - (f) stay abreast of and apply new knowledge and skills in their field of expertise; and
 - (g) provide feedback on the outcomes, effectiveness and relevance of training and development received.

Roles and responsibilities of supervisors

2. A supervisor must—
 - (a) link skills development to the priorities of their function, the integrated development plan and to the outcomes of the performance management process;
 - (b) monitor skills needs and constraints that have, or may have, a major impact on the achievement of their objectives and report on these during the institutional skills needs analysis process;
 - (c) develop, report on and review progress with the personal development plans of the staff members who report to the supervisor or supervisor;
 - (d) ensure that development proposed in the personal development plans of the staff members who report to the supervisor is relevant to the functions of the municipality;
 - (e) provide coaching to and support for the development of their staff members;
 - (f) provide input into the content of training programmes, if relevant;
 - (g) allow their subordinates time off for training, as agreed in training schedules and plans; and
 - (h) actively facilitate the application of learning back on the job.

Roles and responsibilities of skills development facilitator

3. The skills development facilitator must—
 - (a) facilitate the adoption of the Workplace Skills Plan, including liaising with the registered trade unions;

- (b) facilitate the implementation of skills development programmes with supervisors, staff and external training providers; and
- (c) liaise with the Local Government Sector Education Training Authority (LGSETA) and ensure that the municipality meets all the requirements of the LGSETA.

Roles and responsibilities of chief financial officer

4. The chief financial officer must ensure that proof is provided to the LGSETA that all funds obtained from the LGSETA and the 1% budgeted towards skills development have been used for skills development purposes.

The roles and responsibilities of the training committee

5. (1) A senior manager must chair the municipality's training committee.
- (2) The training committee must have an equal number of managers and representatives of staff.
- (3) The representatives of the municipality should include the integrated development planning manager, the skills development facilitator, the manager responsible for human resources, individual and institutional performance managers, and the chief financial officer.
- (4) The representatives of staff member must include representatives of the registered trade unions recognised by the municipality or, in their absence, staff members who are representative of the municipality's staff as a whole.
- (5) The training committee must consult, and make recommendations to the municipal council, on—
- (a) proposed improvements to skills audit processes;
 - (b) findings and priorities emerging from the skills audit presented by management;
 - (c) the draft workplace skills plan;
 - (d) management's regular skills development report; and
 - (e) skills development policies of the municipalities.

GUIDELINE 5B

SKILLS NEEDS ANALYSIS

Introduction

1. (1) A skills needs determination comprises—
- (a) a skills needs analysis; and
 - (b) a staff skills audit.
- (2) This guideline details the actions necessary to conduct a skills needs analysis at a municipality.
- (3) The skills needs analysis should be conducted on a five year cycle as part of the integrated development planning process and reviewed annually.

Purpose

2. (1) Strategic analysis and planning around skills needs should ensure that staff members have the appropriate skills to perform their functions.
- (2) This is especially important in priority roles and critical and scarce skills, which have a disproportionate impact on the efficiency and effectiveness of local government service delivery.
- (3) These priority skills needs may be municipality-wide or in a particular department or function.

Critical roles and job categories

3. (1) Critical roles and job categories usually include—
 - (a) managerial, professional and technical roles; and
 - (b) roles that—
 - (i) require strategic and analytical functions;
 - (ii) involve a relatively high degree of discretionary decision-making;
 - (iii) a relatively high level of risk associated with decisions made; or
 - (iv) require long lead times (2+ years) to develop the qualifications and a further time (3+ years) to develop the experience required to be able to perform competently.

Determining strategic skills needs

4. (1) The manager responsible for human resources, the Skills Development Facilitator and senior management of the municipality should determine the skills needs of the municipality by facilitating an annual assessment that—
 - (a) measures the municipality's performance against its integrated development plan;
 - (b) identifies the roles that are constraining service delivery, affecting community satisfaction or the efficient and effective internal operations of the municipality; and
 - (c) analyses the performance reviews and personal development plans of staff members employed in critical roles and job categories.
- (2) The annual assessment should involve—
 - (a) meetings with each municipal department to—
 - (i) evaluate the reasons for poor service delivery and performance by the department, if any;
 - (ii) determine whether a lack of skills has contributed to the poor performance;
 - (iii) evaluate stakeholder complaints to establish whether poor service is a result of a lack of skills in certain key roles;
 - (iv) identify whether these problems are in critical roles and job categories which may need to be tracked more closely; and
 - (v) identify the skills problems and needs associated with these roles; and
 - (b) meetings with the senior management team of the municipality to—
 - (i) present an aggregate assessment of the skills needs arising out of the department analysis; and
 - (ii) validate the priority skills needs to be addressed by the municipality in the forthcoming year.

Planning skills development programmes in critical roles and job categories

5. (1) The manager responsible for human resources should—
 - (a) prioritise the recruitment of the appropriate persons and skills for these roles to ensure there are no vacancies in these posts;
 - (b) prioritise the development of incumbents in these roles to ensure they are fully competent to perform their jobs;
 - (c) prioritise the development of succession plans and continuity of skills to replace incumbents who leave; and
 - (d) prioritise the retention of talented individuals in those identified roles.
- (2) The Skills Development Facilitator must identify high quality learning programmes for employees in critical roles and job categories as well as for persons that may or are likely to be employed in posts in critical roles and job categories.
- (3) These programmes may include leadership development programmes, learnerships, apprenticeships or carefully targeted short development courses.
- (4) The Skills Development Facilitator should report to the senior management team monthly on progress relating to the implementation of these programmes.
- (5) The Skills Development Facilitator and the manager responsible for human resources should report on the tracking of vacancies, recruitment, retention and succession plans for the identified critical roles and job categories.

GUIDELINE 5C

STAFF SKILLS AUDIT

Introduction

1. (1) A skills needs determination comprises—
 - (a) a skills needs analysis; and
 - (b) a staff skills audit.
- (2) This guideline details the actions necessary to conduct the staff skills audit.
- (3) The purpose of a staff skills audit within a municipality is to determine the gaps associated with every staff member's current and future skills needs in the municipality.
- (4) The staff skills audit should be conducted on a five year cycle as part of the integrated development planning process and reviewed annually.
- (5) The following steps should be followed in conjunction with the Local Government Skills Audit Questionnaire.

Skills Audit Process

2. (1) The following actions should be undertaken—
 - (a) Identify the role competencies and definitions.
 - (i) For middle management roles and staff members below middle management roles, the Skills Development Facilitator must enable access to, or make available, the competency set in Annexure A of the Regulations to the supervisor of the incumbent undergoing the audit.

- (ii) For technical, administrative or functional roles undergoing audit, the Skills Development Facilitator must enable access to, or make available, the competency set in Annexure A of the Regulations to the supervisor of the incumbent undergoing the audit.
- (b) Assess the role competencies and definitions. The manager of the incumbent must use the Local Government Skills Audit Questionnaire in conjunction with the appropriate role competencies and definitions obtained from the Skills Development Facilitator to —
 - (i) assess and review the role competencies and definitions; and
 - (ii) to rate the incumbent against the competencies.
- (c) Identify the competency gaps from the skills audit and address them in the personal development plan.

GUIDELINE 5D**PERSONAL DEVELOPMENT PLAN**

By completing a Personal Development Plan (PDP), a staff member takes charge of his or her own learning. A Personal Development Plan (PDP) enables learners to identify key areas of learning and development that will enable them to either acquire new or develop existing skills and behavioural attributes

BIOGRAPHICAL INFORMATION

This is the Personal Development Plan of:

Surname	
Name	
Post	
Division	

Personal details:

Identity Number	
Age	
Gender	
Race	
Disability	
Home Language	

Qualifications:

Please specify all formal qualifications obtained, as well as the NQF level of each qualification. Where study is completed, indicate the period of study. Where study is ongoing, indicate the start date of study as well as the possible date of completion.

Qualification	
NQF Level	
Institution	
Period of study	

Degree (s) or Diploma (s) obtained	
---	--

Qualification	
NQF Level	
Institution	
Period of study	
Degree (s) or Diploma (s) obtained	

Experience:

Please indicate all relevant work experience within and outside your current organisation. Please specify previous employers, positions held and period of employment.

Employer	Dates (from – to)	Position held

Training and Development:

Please list significant other training and development courses or programmes you have attended. Please add any certification awarded if applicable.

Training and Development courses	Dates of training	Certification (if applicable)

POST REQUIREMENTS

1. Entry Level Requirements

The entry requirements of the post are contained in the table below

Qualifications required for post		NQF Level		Qualification status/year obtained	

2. Role Competencies

The Table below contains the competence required by the incumbent for this post, as specified in the relevant job profile.

Skills required for the post	
Knowledge requirements for post	
Generic skills and behaviours required for post	

STAFF DEVELOPMENT NEEDS:

In the table below the priority competencies to be developed by the staff member, as identified during the skills audit, should be listed together with the interventions to develop these competencies.

Competencies to be developed	Competency Description	Functional/Managerial/Generic	Learning objectives	Type of intervention or mode/form of learning delivery e.g. formal training programme or on-the-job learning or coaching.	Responsible provider - facilitators, trainers, provider institution e.g. university, UOT, private provider, external coach, supervisor	Estimated duration and cost of learning intervention	
						Duration	Cost
e.g. Oral communication	Listening to others and communicating in an effective manner that fosters open communication	Generic					

GUIDELINE 5E

EVALUATING SKILLS DEVELOPMENT QUALITY AND IMPACT

Introduction

1. (1) Evaluating the quality and impact of skills development highlights the importance of evaluating the effectiveness and impact of learning interventions.
- (2) A municipality should conduct an annual evaluation of learning interventions, the results of which should be used to improve both individual and strategic skills development, and learning and development in the municipality.
- (3) The outcomes of these skills development evaluations should be integrated with evaluations of other environmental and institutional capacity building initiatives, in order to assess how the municipality can and should improve its overall capacity to deliver on its mandate.
- (4) Reporting on skills and capacity building initiatives should be done by the Skills Development Facilitator to the municipal management team and to the MEC and Minister.

Training evaluation model

2. (1) The Kirkpatrick and Phillips model of training evaluation, customised for the municipal sector, may be used to evaluate skills development and training in municipalities.
- (2) This evaluation model is in figure 1 below.

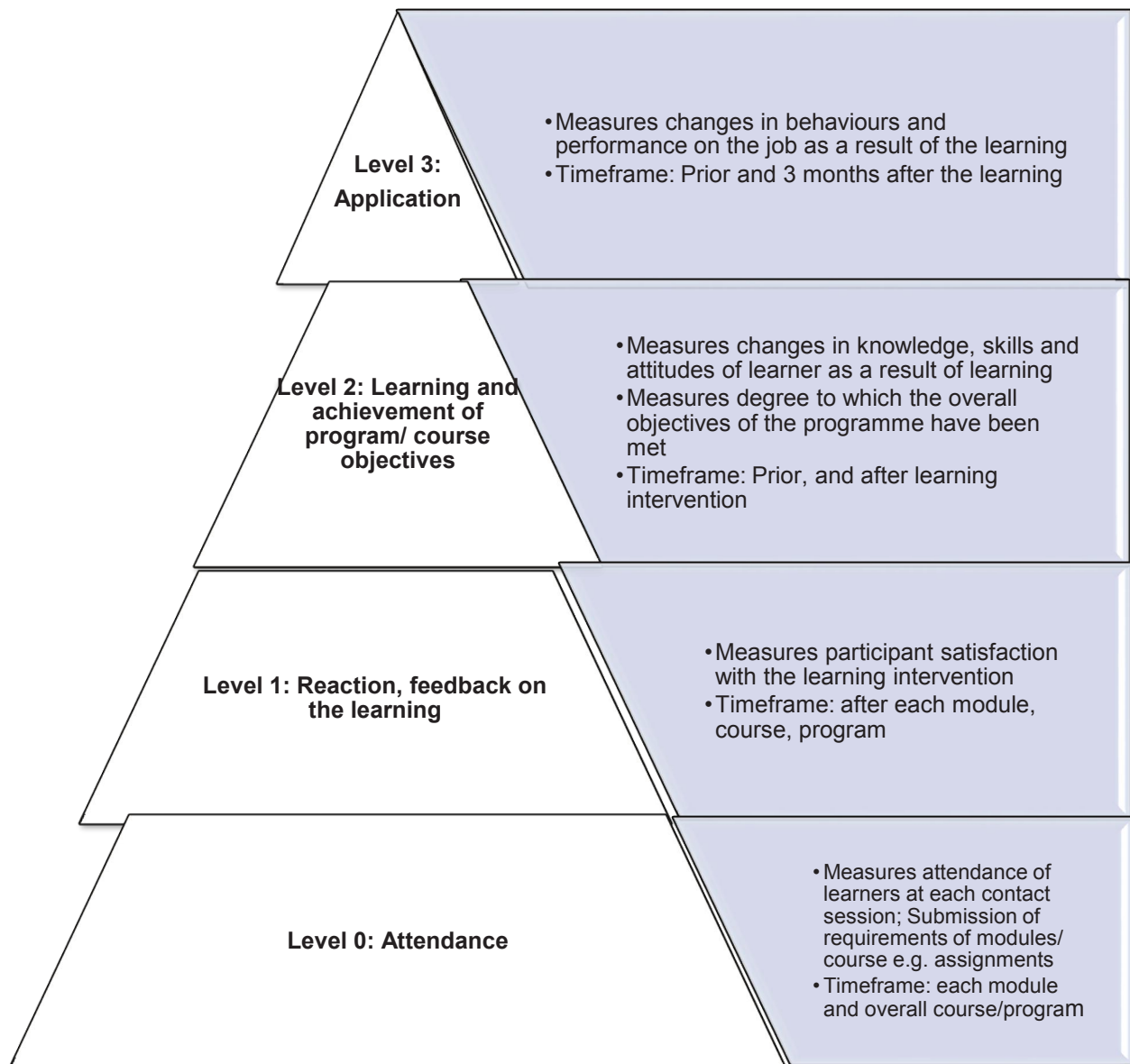


Figure 1: Kirkpatrick's and Phillip's model of training evaluation

Process of training evaluation

3. At various intervals during each training intervention, a municipality should follow the steps described in Table 1 below to evaluate and report on the effects of training interventions, for each level of evaluation in the model.

Evaluation level	Stage in learning process	Key activities	Responsibility
Level 0: Attendance	Pre-training	Confirm numbers of learners	Skills Development Facilitator
	During training	Complete attendance register	Trainers/ facilitators
	Post-training	Report on aggregate attendance levels of learners on course	Trainers/ facilitators
Level 1: Learner reaction/ feedback	Pre-training	Ensure training provider has learner feedback form that meets requirements	Skills Development Facilitator
	During training	Learners complete feedback form after each contact session	Trainers/ facilitators
	Post-training	Learners complete program/ course feedback form Aggregate and report on learner feedback and satisfaction with course/ programme	Skills Development Facilitator and Trainers/ facilitators
Level 2: Learning and achievement of program / course objectives	Pre-training	<ul style="list-style-type: none"> Set clear learning objectives for course/ program/ learning intervention Identify competencies (with the competency definitions) to be developed during training Undertake pre-training 180 degree competency assessment (self and manager assessment of learner competence), using 5 point Likert scale 	Skills Development Facilitator, employee and manager, and facilitator or training provider
	During training	<ul style="list-style-type: none"> Conduct interim reviews on whether learning objectives are being achieved and adjust intervention accordingly Assesses progress of learners in each module using assignments written by learners; and produce qualitative report on learner application of competencies during exercises and action learning during contact sessions 	Skills Development Facilitator, facilitators, training provider
	Post-training	<ul style="list-style-type: none"> Conduct post-learning assessment of whether learning objectives met and feed results into the future design and development processes Undertake post-training 180 degree competency assessment (self and manager 	Skills Development Facilitator, employee and manager

Evaluation level	Stage in learning process	Key activities	Responsibility
		assessment of learner competence), using 5 point Likert scale <ul style="list-style-type: none"> • Aggregate assignment results of each learner and facilitator reports on learners; and produce qualitative report on learner application of competencies during exercises and action learning across the whole course/ program 	
Level 3: Application	Pre-training	<ul style="list-style-type: none"> • Record the most recent formal performance scores of the individual, and/ or • Identify and record particular outputs that the individual learner is not delivering effectively 	SDF and supervisor
	During training	<ul style="list-style-type: none"> • Monitor improvements in the delivery of the specific outputs by the learner 	Supervisor
	Post-training	<ul style="list-style-type: none"> • Monitor and report on whether the learner has improved the delivery of the specific outputs • Check whether the next round of performance scores of the learner have improved and report on findings 	Skills Development Facilitator and supervisor

Evaluation of impact of learning

4. (1) The aim is to assess the impact learning and development has had on the staff member's work and performance.

(2) The evaluation should be undertaken approximately three months after the completion of learning, though the effects of the learning should be monitored on an ongoing basis by the staff member's supervisor.

(3) Both the staff member and his or her supervisor should complete the assessment.

CHAPTER 6**DISCIPLINE****GUIDELINE 6A****NOTICE OF INTENTION TO SUSPEND**

[Staff member's name.....

Designation.....

Department

Municipality].....

[Date]

Dear

NOTICE OF SUSPENSION FROM DUTY

The municipality intends to place you upon precautionary suspension from duty for the following reasons:

- the gravity of the matters under investigation;
- the need to protect the integrity of the investigation and disciplinary hearing, including to limit the possibility of interference with staff members and other persons and/or electronic or written documents (delete whichever is not applicable)
- (insert other relevant reasons, if any)

The following matters are under investigation: [insert matters]

It is proposed that you be suspended, without loss of pay or benefits, pending the outcome of the investigation and/or disciplinary hearing into the allegations levelled against you on the following conditions:

- (insert conditions, if any)

You will be notified of the outcome of the investigation when it is finalised. If it transpires that there is sufficient evidence to proceed with a disciplinary hearing, you will be notified of the charges and other relevant details in writing as soon as reasonably possible.

Depending on the circumstances at that time, the municipality may extend your suspension until the disciplinary hearing has been finalised.

The suspension will not constitute a judgment nor will it in any way imply blame in the matter. It is merely a precautionary measure in terms of the disciplinary code and procedure.

Kindly provide us with your representations regarding your possible suspension:

- in writing to (insert name and address of official) within 48 hours of receipt of this notice;
 - orally to (insert name of staff member) on (insert date and time) at (insert venue).
- (delete whichever is not applicable)

If you fail to make any representations as stipulated above, a final decision regarding your suspension will be made.

Yours faithfully

Manager

Date

Staff Member

Date

GUIDELINE 6B**PRECAUTIONARY SUSPENSION LETTER**

[Employee name.....]

Designation.....

Department.....

Municipality].....

[Date].....

Dear _____

SUSPENSION FROM DUTY

The correspondence/discussions (delete whichever is not applicable) regarding the allegations of misconduct raised against you and your placement upon precautionary suspension from duty refer.

You are hereby suspended from your duties for the following reasons:

- the gravity of the matters under investigation;
- the need to protect the integrity of the investigation and disciplinary hearing, including to limit the possibility of interference with staff members and other persons and/or electronic or written documents (delete whichever is not applicable)
- (insert other relevant reasons, if any)

Accordingly, you are suspended from duty with immediate effect, without loss of pay or benefits, pending the outcome of the investigation and/or disciplinary hearing into the allegations levelled against you.

Your suspension is on the following conditions:

- (insert conditions, if any)

You will be notified of the outcome of the investigation when it is finalised. If it transpires that there is sufficient evidence to proceed with a disciplinary hearing, you will be notified of the charges and other relevant details in writing as soon as reasonably possible.

Depending on the circumstances at that time, the municipality may extend your suspension until the disciplinary hearing has been finalised.

This suspension does not constitute a judgment nor does it in any way imply blame in the matter. It is merely a precautionary measure in terms of the disciplinary code and procedure.

Yours faithfully

Supervisor

Date

Staff Member

Date

Witness (if necessary)

Date

DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

NO. 1074

23 SEPTEMBER 2016

LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO. 32 OF 2000)**DRAFT LOCAL GOVERNMENT: MUNICIPAL STAFF REGULATIONS**

I, **David Douglas Des Van Rooyen**, 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.

The draft Regulations are published for public comment in terms of section 120(4) of the Municipal Systems Act. Interested persons are invited to submit written comments on the draft regulations to the Department on or before 22 November 2016 to the following address:

By post: The Acting Director-General (Marked for the attention of: Mr Jackey Maepa)
Department of Cooperative Governance
Private Bag X804
Pretoria
0001; or

By email: MSAregulations@cogta.gov.za

Due to the large volume, copies of the draft Regulations will only be made available electronically. The electronic copy of the draft Regulations is obtainable from the website of the Department of Cooperative Governance at: www.cogta.gov.za, and may also be obtained from the Government Printers.

Any enquiries in connection with the draft Regulations may be directed to Mr Tebogo Motlashuping or Jackey Maepa or Ms Nakedi Monyela on telephone number (012) 336 5763 or (012) 334 4915 or (012) 334 0754.

DES VAN ROOYEN, MP
MINISTER FOR COOPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS

SCHEDULE

ARRANGEMENT OF REGULATIONS

CHAPTER 1

INTERPRETATION AND APPLICATION

1. Definitions
2. Scope of application
3. Inclusion of provisions in employment contracts
4. Guidelines

CHAPTER 2

STAFF ESTABLISHMENT, JOB DESCRIPTION AND JOB EVALUATION

5. Human resource planning
6. Determination of staff establishment
7. Procedure for determining staff establishment
8. Job descriptions
9. Job evaluation system
10. Job evaluation
11. Establishment of standards for job description
12. Establishment of job evaluation committee
13. Composition of job evaluation committee
14. Roles and responsibilities of job evaluation committee
15. Rules governing job evaluation committee and appeal committee
16. Consequences of re-graded post
17. Appeals about job evaluation outcomes
18. Responsibilities of municipal manager

CHAPTER 3

RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF

19. Principles
20. Determination of recruitment needs
21. General requirements for appointment of staff
22. Competency requirements for municipal staff
23. Advertising of vacant post
24. Application for vacant post

25. Selection panel
26. Compiling shortlist of applicants
27. Interviews
28. References and personal credential verification
29. Appointment
30. Appointment of support staff to offices of mayor, speaker and whip of municipality
31. Re-employment of dismissed municipal staff
32. Probation
33. Promotion
34. Transfer
35. Secondment of municipal staff to another municipality
36. Secondment of other government employees to municipality
37. Acting appointment
38. Appointment of full time staff
39. Appointment of temporary staff

CHAPTER 4

PERFORMANCE MANAGEMENT

40. Establishment of performance management and development system
41. Application
42. Principles
43. Purpose of performance management
44. Performance management system
45. Performance agreement
46. Team-based performance agreement
47. Performance appraisal
48. Performance monitoring and evaluation
49. Performance moderation
50. Performance rewards
51. Disputes about performance agreements and ratings
52. Managing substandard performance
53. Performance management of staff members who are acting in posts

CHAPTER 5**ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING****PART A****ELEMENTS OF ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING**

- 54. Environmental capacity building
- 55. Institutional capacity building

PART B**PROCESS OF ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING**

- 56. Developing environmental capacity building
- 57. Developing institutional capacity building

PART C**COORDINATION AND ALIGNMENT OF ENVIRONMENTAL, INSTITUTIONAL AND INDIVIDUAL CAPACITY BUILDING**

- 58. Integrated municipal institutional plan
- 59. Municipal co-ordination
- 60. Provincial and national coordination

CHAPTER 6**SKILLS DEVELOPMENT****PART A****PRINCIPLES**

- 61. Principles

PART B**SKILLS DEVELOPMENT PLANNING**

- 62. Alignment to strategic planning cycles

- 63. Determination of skills needs
- 64. Skills needs analysis
- 65. Staff skills audit
- 66. Personal development plans
- 67. Workplace skills plan
- 68. Discretionary grants
- 69. Budgeting for skills development
- 70. Recognition of prior learning assessment

PART C

IMPLEMENTING SKILLS DEVELOPMENT

- 71. Types of skills development programmes
- 72. Obligations of municipality

PART D

REVIEWING SKILLS DEVELOPMENT

- 73. Evaluating skills development quality and impact

PART E

PAYMENT FOR SKILLS DEVELOPMENT PROGRAMMES

- 74. Conditions of payment

CHAPTER 7

DISPUTE RESOLUTION

PART A

GRIEVANCES

- 75. Grievances

PART B**GRIEVANCE PROCEDURE**

76. Step one: immediate supervisor
77. Step two: head of department
78. Step three: municipal manager
79. Grievance against the municipal manager

CHAPTER 8**DISCIPLINARY CODE AND PROCEDURES****PART A****DISCIPLINE**

70. Discipline

PART B**DISCIPLINARY MEASURES**

81. Forms of disciplinary measures
82. Corrective counselling
83. Verbal warning
84. Written warning
85. Final written warning
86. Suspension without pay
87. Transfer or demotion
88. Dismissal

PART C**PRECAUTIONARY SUSPENSION**

89. Precautionary Suspension

PART D**DISCIPLINARY HEARING**

- 90. Disciplinary hearing to be held promptly
- 91. Financial misconduct procedures
- 92. Notice to attend disciplinary hearing
- 93. Disciplinary action against trade union representative, official or office-bearer
- 94. Non-attendance or postponement of disciplinary hearing
- 95. Record of disciplinary hearing
- 96. Initiator
- 97. Presiding officer
- 98. Representation at disciplinary hearing
- 99. Legal costs
- 100. Conducting disciplinary hearing
- 101. Transitional arrangements

PART E**REFERRAL OF DISPUTES AND PRE-DISMISSAL ARBITRATION**

- 102. Referral of dispute
- 103. Pre-dismissal arbitration
- 104. Disciplinary action in case of protected disclosures
- 105. Appeal

PART F**TYPES OF DISCIPLINARY OFFENCES**

- 106. Types of misconduct

CHAPTER 9**REMUNERATION RELATED MATTERS**

- 107. Information on remuneration

CHAPTER 10**GENERAL**

- 108. Delegations
- 109. Transitional arrangements
- 110. Personnel records
- 111. Repeal of regulations
- 112. Short title and commencement

**ANNEXURE A
LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR OCCUPATIONAL
STREAMS**

**ANNEXURE B
APPLICATION FORM FOR EMPLOYMENT**

**ANNEXURE C
DECLARATION OF CONFIDENTIALITY BY MEMBER OF SELECTION PANEL**

**ANNEXURE D
CATEGORIES OF MISCONDUCT FOR PERSONS DISMISSED FOR MISCONDUCT**

**ANNEXURE E
CODE OF ETHICS**

**ANNEXURE F
GRIEVANCE FORM**

**ANNEXURE G
WRITTEN WARNING**

**ANNEXURE H
FINAL WRITTEN WARNING**

**ANNEXURE I
NOTICE TO ATTEND DISCIPLINARY HEARING**

CHAPTER 1

INTERPRETATION AND APPLICATION

Definitions

1. In these Regulations, any word or expression to which a meaning has been assigned by the Act, shall bear the same meaning assigned to it in the Act and unless the context indicates otherwise.

"bargaining council" means the bargaining council established for municipalities contemplated in section 71 of the Municipal Systems Act;

"Basic Conditions of Employment Act" means the Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997);

"CCMA" means the Commission for Conciliation, Mediation and Arbitration established in terms of section 112 of the Labour Relations Act;

"competency" means the skills, knowledge, experience and qualifications that are required to perform a job effectively;

"Constitution" means the Constitution of the Republic of South Africa, 1996;

"Employment Equity Act" means the Employment Equity Act, 1998 (Act No. 55 of 1998);

"financial misconduct" means any misappropriation, mismanagement, waste, or theft of finances of a municipality or municipal entity, and also includes any form of financial misconduct specifically set out in sections 171 and 172 of the Municipal Finance Management Act;

"financial year" means the financial year of a municipality as prescribed in terms of the Municipal Finance Management Act;

"grievance" means any dissatisfaction, perceived or otherwise, on the part of a staff member arising from factors that include a staff member's job, working environment or the municipality's employment practices;

"job" means the basic duties, functions, tasks, competency requirements and responsibilities according to which one or more posts of the same grade are established;

"job evaluation" means the systematic process of assessing the job content and ranking jobs according to a consistent set of job characteristics to create a job worth hierarchy that determines and illustrates where each job fits in the municipality relative to other jobs in the municipality;

"job grade" means the relative value of a particular job as determined through the formal job evaluation process;

"KPA" means key performance areas;

"KPI" means key performance indicators;

"Labour Relations Act" means the Labour Relations Act, 1995 (Act No. 66 of 1995);

"legal practitioner" means any person admitted to practise as an advocate or an attorney in the Republic;

"LGSETA" means the Local Government Sector Education and Training Authority established in terms of section 9 of the Skills Development Act, 1998 (Act No. 97 of 1998);

"mayor" means the mayor or executive mayor of a municipality as elected in terms of the Municipal Structures Act;

"Medical Schemes Act" means the Medical Schemes Act, 1998 (Act No. 131 of 1998);

"moderation" means the process of aligning the distribution of staff members' individual performance ratings to the performance level of the municipality and, if applicable, the municipality's department in the performance cycle;

"Municipal Finance Management Act" means the Local Government: Municipal Finance Management Act, 2003 (Act No. 56 of 2003);

"Municipal Structures Act" means the Local Government: Municipal Structures Act, 1998 (Act No. 117 of 1998);

"National Archives of South Africa Act" means the National Archives of South Africa Act, 1996 (No.43 of 1996);

"notch increase" means the difference between a staff member's current salary and the salary at the next notch on the salary scale at the same job level;

"Pension Funds Act" means the Pension Funds Act, 1956 (Act No. 24 of 1956);

"Protected Disclosures Act" means the Protected Disclosures Act, 2000 (Act No. 26 of 2000);

"performance agreement" means a written agreement concluded annually between a municipality and a staff member that sets out the agreed KPAs and KPIs within a performance cycle;

"performance cycle" means the period commencing 1 July annually and ending 30 June of the following year;

"portfolio of evidence" means the documentary evidence on progress made by a staff member towards achievement of that staff member's KPAs;

"post" means a post on the approved staff establishment for which financial provision exists;

"salary scale" means the minimum and maximum salary that may be payable for the job level;

"SDBIP" means the Service Delivery and Budget Implementation Plan as defined in the Municipal Finance Management Act;

"senior manager" means a municipal manager or acting municipal manager, appointed in terms of section 54A of the Municipal Systems Act and a manager or acting manager directly accountable to a municipal manager appointed in terms of section 56 of the Municipal Systems Act;

"skills audit" means the process of measuring whether a staff member has the necessary background, skills, knowledge and competencies to perform effectively within a particular post;

"staff establishment" means the approved posts created for the normal and regular requirements of a municipality;

"staff member" for the purpose of these regulations means an employee of a municipality, but excludes senior managers;

"structured learning programme" refers to a short or long credit or non-credit training programme that may include learnership, apprenticeship or a tertiary level programme at under-graduate or post-graduate level;

"the Act" means the Municipal Systems Act, 2000 (Act No. 32 of 2000);

"trade unions" means the trade unions recognised within the bargaining council established for municipalities nationally;

"supervisor" means a staff member's line manager; and

"working days" means days upon which a staff member ordinarily works.

Scope of application

2. (1) These Regulations apply to—

(a) all municipalities as defined in section 2 of the Act; and

(b) all staff members of a municipality.

(2) These Regulations must be read in conjunction with the Local Government: Regulations on Minimum Competency Levels, 2007, Government Notice No. 493 as published in Government Gazette No. 29967.

(3) Unless otherwise specified in these Regulations, these Regulations do not apply to—

(a) all senior managers; and

(b) persons participating in the national public works programme or a similar scheme.

(4) The Minister may by notice in the *Gazette* extend the application of these Regulations to a municipal entity.

Inclusion of terms and conditions in employment contracts

3. The terms and conditions of employment set out in these Regulations constitute terms and conditions of any contract of employment with a staff member of a municipality unless any other labour legislation or collective agreement provides a term or condition that is more favourable to the staff member.

Guidelines

4. These Regulations must be read in conjunction with the Guidelines (Government Gazette No _____) published by the Minister in terms of section 72, read with section 120 of the Act.

CHAPTER 2**STAFF ESTABLISHMENT, JOB DESCRIPTION AND JOB EVALUATION****Human resource planning**

5. (1) This chapter applies to all municipal staff, including senior managers.
- (2) A municipal council must —
- (a) determine the municipality's staff establishment in each of its departments or staff supply planning by race, gender, disability, occupational level and grade with reference to their competencies, training needs and capacities;
- (b) determine the staff establishment necessary to perform its functions or staff demand planning, with particular reference to—
- (i) the number of staff members required;
- (ii) the minimum competencies which the staff members must possess; and
- (iii) the posts and post levels in which each of the staff members will be appointed; and
- (c) plan for the recruitment, retention and development of staff members according to the municipality's requirements within the available budgeted funds, including funds for the remaining period of the relevant medium-term revenue and expenditure framework.
- (3) The plan referred to in subregulation (1)(c) must—
- (a) be aligned to the municipality's integrated development plan, budget, employment equity plan, skills development strategy and workplace skills plan as contemplated in Chapter 7 of these Regulations;
- (b) set realistic goals and measurable targets for achieving representativeness, taking into consideration subregulation (4);
- (c) include targets for the training of staff members per occupational category and of specific staff members, with specific plans to meet the training needs of historically disadvantaged persons; and
- (d) provide mechanisms and procedures for dealing with staff members affected by the abolition of unnecessary posts in terms of the Labour Relations Act.
- (4) A municipality, in consultation with the parties identified in section 16 of the Employment Equity Act, must develop and implement an affirmative action programme, which must contain, as a minimum, the following:
- (a) A policy statement that sets out the municipality's commitment to affirmative action and how that policy will be implemented.
- (b) Numeric and time-bound targets for achieving representativeness.
- (c) Annual statistics on the appointment; training and promotion within each grade of each occupational category of historically disadvantaged persons.
- (d) A plan for redressing numeric under-representativeness and supporting the advancement of historically disadvantaged persons.

(5) A municipality must make the human resource plan and the affirmative action programme known to staff members within the municipality in a manner that is accessible to all staff members.

Determination of staff establishment

6. (1) A municipality may—

(a) within its administrative and financial capacity at least establish separate departments—

- (i) for development and town planning functions;
- (ii) to provide municipal public works and basic services to communities;
- (iii) to provide community services;
- (iv) to manage the municipality's finances; and
- (v) to provide corporate support services.

(b) provide sufficient capacity to support—

- (i) the offices of the mayor, speaker and whip; and
- (ii) the office of the municipal manager.

(2) The maximum number of staff members for offices of the mayor, speaker and whip is set out in the table below:

Municipal grading determined in terms of upper limits for municipal councils at the commencement of tenure of office of council	Office		
	Mayor	Speaker	Whip
6	6	3	2
5	5	3	2
4	4	2	1
3	3	1	1
2	2	1	0
1	0	0	0

(3) A municipality may, in exceptional circumstances and upon good cause shown, and in consultation with the relevant MEC for local government, deviate from the requirements of subregulation (1)(a) after considering the following factors:

- (a) The category or type of the municipality.
- (b) The duties and functions of the municipality.
- (c) The gross income, the area of jurisdiction and the nature of the settlement within the municipality.
- (d) The financial capacity of the municipality.
- (e) The need for the promotion of equality and uniform norms and standards.

Procedure for determining staff establishment

7. (1) A municipal manager must review the staff establishment of a municipality having regard to—

- (a) these Regulations;
- (b) the matters listed in Part B of Schedule 4 to the Constitution and Part B of Schedule 5 to the Constitution;
- (c) Chapter 5 of the Municipal Structures Act; and
- (d) the municipality's strategic objectives including its core and support functions, within 12 months of one of the following:
 - (i) the promulgation of these Regulations;
 - (ii) the election of a new municipal council; or
 - (iii) the adoption of a new integrated development plan of the municipality as contemplated in section 25 of the Municipal Systems Act;
 - (iv) material changes to the functions of a municipality; and
 - (v) the determination of new municipal boundaries.

(2) A municipality that has reviewed its staff establishment two years before the promulgation of these Regulations is exempted from the provisions of subregulation (1)(d).

(3) The municipal manager shall consult the staff establishment with recognised trade unions within the local labour forum.

(4) The municipal manager must within 14 days of reviewing the staff establishment submit a report and the proposed new staff establishment for approval by the municipal council.

- (5) The municipal manager's report to the municipal council must—
- (a) outline the process followed in drafting the staff establishment;
 - (b) set out the mandate and service delivery priorities for the municipality and how the proposed staff establishment addresses these;
 - (c) summarise the proposed posts that will—
 - (i) materially change;
 - (ii) change to a limited or non-material degree;
 - (iii) be abolished; and
 - (iv) not be affected by the changes;
 - (d) motivate any proposed changes, including an analysis of the strengths, weaknesses and limitations of the current establishment;
 - (e) provide details of the financial implications of the changes, including but not limited to the outcomes of job evaluation processes, staff remuneration costs, costs for the relocation of staff, if any, and costs of new facilities and equipment, if any;
 - (f) outline the non-financial implications of the changes, including the impact on existing staff and key stakeholders within the municipality;
 - (g) propose project plan that specifies the timeframes within which the implementation will take place; and
 - (h) outline the stakeholder and change management requirements.

(6) The municipal council must, upon receipt of the review report and proposed staff establishment, at its next meeting or as soon as practicable, approve the staff establishment, with or without amendments.

Job descriptions

8 (1) Every post on the staff establishment of a municipality must have a written job description.

(2) The municipality must keep a record of job descriptions for all posts.

(3) The supervisor must develop, and where appropriate, review a job description for a post that the supervisor is responsible for.

(4) A job description must contain at least the job title, objectives of the job, the location of the job on the staff establishment, key responsibilities, competencies and requirements of the relevant job.

(5) A job description may be reviewed at least once every five years following the reorganisation of the municipal administration resulting in significant changes to the jobs to ensure that the job description remains relevant and current.

Job evaluation system

9. (1) From time to time, and after consultation with the bargaining council established for municipalities and the Minister for the Public Service and Administration, the Minister may determine a job evaluation system that must be used by municipalities.

(2) If the Minister determines more than one job evaluation system that may be used by a municipality, the results of the systems must be capable of correlation.

Job evaluation

10. (1) A job evaluation must ensure that work done at similar levels have a similar salary range so that disparities or inequalities in the payment of salaries are minimised.

(2) Every staff member is entitled to know the grade of the post that he or she occupies.

(3) Posts must be evaluated—

(a) within six months of a material and permanent change to the job content of or job requirements for a post; or

(b) before a new post is filled.

(4) The head of the relevant department and the manager responsible for human resources must provide the job evaluation committee with their representations as to whether the job description has materially and permanently changed.

(5) The evaluation of the job may result in the job being—

(a) upgraded;

(b) downgraded; or

- (c) remaining on the same grade.

Establishment of standards for job descriptions

11. (1) The Minister may:

- (a) develop guidelines and criteria for job descriptions, collect and promote the use of sample job descriptions reflective of the spectrum of jobs in local government; and
- (b) identify generic jobs, benchmark critical jobs and encourage the adoption by municipalities of common national job description and job designations.

Establishment of job evaluation committee

12. (1) Each municipality must establish a job evaluation committee to evaluate all jobs in the municipality.

(2) Despite subregulation (1), a job evaluation committee may be established at a district level by written agreement of the participating local municipalities if the membership of the committee is representative of each participating municipality.

(3) In the case of a district level committee, the respective municipalities must be responsible for their proportional share of the costs of the committee.

Composition of job evaluation committee

13. (1) The job evaluation committee must consist of at least the following:

- (a) The manager responsible for job evaluation or any person delegated by that manager.
- (b) At least two representatives from each trade union who shall be released from their responsibilities to attend meetings of the job evaluation committee.
- (c) Four suitable additional members, each from different functional areas within the municipality to undertake the grading of the jobs.
- (d) In the case of a district level committee, representatives from the local municipalities.

(2) The municipal manager, and in the case of a district committee, the district municipal manager, must approve the composition of the job evaluation committee.

(3) The municipal manager or the member of staff to whom this function is delegated may appoint an external independent advisor with sufficient experience and knowledge in job evaluation to—

- (a) provide support to and assist the job evaluation committee in carrying out its roles and responsibilities; or
- (b) conduct the job evaluation on behalf of the committee and to present the outcomes of the job evaluation to the committee for ratification.

(4) The manager responsible for the job that is being evaluated may attend the meeting of the job evaluation committee by invitation.

(5) Members of the job evaluation committee must—

- (a) appoint a chairperson; and
 - (b) receive adequate training to perform their duties on the committee.
- (6) The job evaluation committee must appoint a secretary to support it in carrying out its functions.
- (7) The job evaluation committee's quorum is 50% plus one of the members of the committee. In the event that a meeting does not quorate, the meeting must be postponed and another date set where the members present form the quorum.
- (8) If a member of the job evaluation committee's job is being evaluated, he or she must be recused from the meeting until the relevant agenda item has been disposed of.
- (9) A decision of the job evaluation committee must be taken by consensus, and if the committee fails to reach consensus, by a majority of the members of the committee, with the chairperson having a casting vote, in addition to a deliberative vote.
- (10) The meetings of the job evaluation committee must be recorded.
- (11) If a municipality or district municipality do not have the capacity to conduct job evaluation, such municipality or district municipality may request the bargaining council to assist such municipality or municipalities to conduct job evaluation: Provided that a job evaluation committee may be established at a district level by written agreement of the participating local municipalities if the membership of the committee is representative of each of the affected municipalities.

Roles and responsibilities of job evaluation committee

- 14.** The job evaluation committee must—
- (a) ensure that a job evaluation system is applied consistently for all jobs in the municipality or district municipality, as the case may be;
 - (b) plan and prioritise the grading needs of the municipality or district municipality, as the case may be;
 - (c) recommend to the relevant approving authority the grading of the post and the date when any new grading may take effect: Provided that no post shall be upgraded unless sufficient budgeted funds have been made available, including funds for the remaining period of the relevant medium-term revenue and expenditure framework for purposes of upgrading of posts; and
 - (d) monitor the quality of job descriptions.

Rules governing job evaluation committee and appeal committee

- 15.** (1) A member of the job evaluation committee and appeal committee must recuse himself or herself in the event of a conflict of interest.
- (2) The members of the job evaluation committee and appeal committee must maintain confidentiality on all grading outcomes prior to formal notification of the outcomes and may not disclose any information about the job evaluation process in a manner that may prejudice the implementation of the committee's outcomes.

(3) The members of the job evaluation committee and appeal committee shall conduct themselves in a fair, transparent and impartial manner and shall not unduly influence or interfere with the grading process.

Consequences of re-graded post

16. (1) The salary attached to a post that has been re-graded must be adjusted as follows:

- (a) If the current salary of a staff member in that post is within the salary scale of the new grade, the staff member must be placed on the salary notch immediately above the staff member's current salary;
- (b) If the current salary of the staff member in that post is below the minimum of the new grade, the staff member must be placed on the minimum notch of the salary scale for the new job grade; and
- (c) If the current salary of the staff member in that post is higher than the new grade maximum, the staff member must retain his or her existing salary and annual cost of living adjustments must be applied to the retained salary.

(2) The municipal manager must approve the staff members grading outcome within 30 days of such grading having been approved by the job evaluation committee: Provided that sufficient budgeted fund have been made available for the grading of such post and that no post shall be graded retrospectively.

(3) Despite subregulation (1)(c), a new staff member appointed to the re-graded post must be paid according to the job grade.

- (4) If a filled post is downgraded, the municipality may, if practicable—
- (a) first attempt to re-design the job; or
 - (b) offer the incumbent a transfer to a vacant post with an equivalent grading to the staff member's job before the downgrading.

Appeal about job evaluation outcomes

17. (1) A municipality shall establish a job evaluation appeals committee to process and determine job evaluation appeals of staff members. The rules, procedures and composition of the job evaluation committee shall, *mutatis mutandis*, apply to the job evaluation appeals committee.

(2) A staff member who is dissatisfied by a decision of the job evaluation committee may lodge an appeal to a job evaluation appeals committee within 30 days of being informed of the decision of the job evaluation committee.

Responsibilities of municipal manager

- 18.** (1) The municipal manager must ensure that—
- (a) a job evaluation system contemplated in regulation 9 is in place;

- (b) the municipal council approves the job evaluation system insofar as the Minister determines more than one system in terms of regulation 9;
- (c) each post on the staff establishment has a job description, in accordance with section 66 of the Act and these Regulations;
- (d) a job evaluation committee and job evaluation appeals committee are established and functional; and
- (e) every staff member is advised of the grade of the post that the member occupies.

(2) All job evaluation processes that have commenced prior to these Regulations shall be processed and concluded in terms of the job evaluation process that applied prior to these Regulations taking effect.

CHAPTER 3

RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF

Principles

19. The recruitment, selection and appointment of a staff member to a post on the staff establishment must—

- (a) comply with the requirements of the municipality's employment equity policy and plan;
- (b) be integrated with other human resource management systems and procedures;
- (c) use objective competencies specified in the job description; and
- (d) be filled through advertising in accordance with regulation 23 of these Regulations.

Vacancy rate and determination of recruitment needs

20. (1) A municipality must—

- (a) fill all funded vacant posts on the staff establishment within six months of a funded post becoming vacant;
- (b) develop a strategy to—
 - (i) fill funded vacancies;
 - (ii) reduce turnaround times for filling of vacant funded posts;
- (c) maintain a vacancy rate of not less than 25% of the total posts on the staff establishment.

(2) The strategy contemplated in subregulation (1)(b) must include timeframes for the various activities included in the recruitment and selection process.

(3) A vacant post on the staff establishment may not be filled unless—

- (a) the municipal manager or a staff member to whom this function is delegated has approved the filling of the post; and
- (b) the post is budgeted for.

General requirements for appointment of staff members

21. No person may be appointed as a staff member on a fixed-term contract, permanent basis, or probation, to any post on the approved staff establishment of a municipality, unless he or she—

- (a) is a South African citizen or permanent resident; and
- (b) possesses the relevant competencies, qualifications and experience, as set out in Annexure A of these Regulations.

Competency requirements for staff members

22. A person appointed as staff member in terms of these Regulations must, where applicable, have competencies, and comply with the minimum requirements or education qualifications, work experience and knowledge as set out in Annexure A of these Regulations.

Advertising of vacant post

23. (1) The municipality must advertise the post after approval referred to in subregulation 20(2)(a) has been obtained.

(2) The advertisement must at least specify the—

- (a) job title;
- (b) term of appointment;
- (c) place of work;
- (d) applicable salary scale or pay range;
- (e) competency requirements of the post, and where applicable minimum qualifications and experience as set out in Annexure A of the Regulations;
- (f) summary of the core functions;
- (g) need for signing of employment contract and, where applicable, a performance agreement and disclosure of benefits and interest;
- (h) address where applications must be sent;
- (i) place where applicants can obtain the application form; and
- (j) closing date for submission of applications.

(3) If a municipality does not have the capacity to manage recruitment processes, such municipality may appoint a recruitment agency to undertake the recruitment processes, including response handling, compilation of the long list of applicants who applied for the advertised post, preliminary list of applicants who meet the requirements, list of applicants who do not meet all requirements but have the potential and list of applicants who do not meet the requirements: Provided that the advertising and recruitment procedures comply with the provisions of the Act and these Regulations.

(4) The recruitment agency contemplated in subregulation (3) shall not undertake the selection process.

Application for vacant post

24. (1) An application for a vacant post must be made on the form that is attached as Annexure B to these Regulations.

(2) Despite subregulation (1), a municipality may use an on-line application form that contains the information in Annexure B and is consistent with these Regulations.

(3) An applicant for a post must disclose—

- (a) his or her qualifications and experience;
- (b) his or her contactable references;
- (c) his or her registration with a relevant professional body, if applicable;
- (d) full details of any dismissal for misconduct or substandard performance; and
- (e) any disciplinary actions, whether pending or finalised, instituted against the applicant in his or her current or previous employment.

(4) Any misrepresentation or failure to disclose material information contemplated in subregulation (3) and the application form is a breach of the Code of Conduct for Municipal Staff as provided for in Schedule 2 of the Act and must be dealt with in terms of Chapter 9 of these Regulations.

(5) The municipality must maintain a record of all applications received and the information contained in the applications must be kept confidential and stored in a secure place on the municipality's premises. A record of applications shall be disposed of in terms of the National Archives of South Africa Act.

(6) The record must contain—

- (a) the applicants' biographical details and contact information;
- (b) the details of the post for which the applicants were applying;
- (c) the applicants' qualifications; and
- (d) any other requirements outlined in the application form.

Selection panel

25. (1) A municipal manager or his or her delegate must appoint a selection panel for each of the advertised post to recommend the appointment of suitable persons to the vacant post.

(2) The selection panel must comprise of not more than five persons.

(3) The chairperson of the panel must be the supervisor or a staff member employed at least one job grade higher than that of the advertised post.

(4) In deciding on the composition of the selection panel, the municipal manager must have regard to the following considerations:

- (a) the nature of the post;
- (b) the gender and race balance of the panel; and
- (c) the skills, expertise, experience and availability of the persons to be involved.

(5) A member of a selection panel must—

- (a) disclose any interest or relationship with shortlisted candidates during the short listing process;

- (b) recuse himself or herself from the selection panel if—
- (i) his or her spouse, partner, close family member or close friend has been shortlisted for the post;
 - (ii) the panel member has a *de facto* relationship or some form of indebtedness to a short-listed candidate or vice versa; or
 - (iii) any other conflict of interest; and
- (c) sign a declaration of confidentiality as set out in Annexure C to avert the disclosure of information to unauthorised persons.
- (6) A human resource specialist may provide secretarial or advisory services during the selection process, but may not form part of the selection panel.
- (7) Each panel member must disclose potential conflict to be considered by the full selection panel at the initial meeting of the panel.
- (8) If a conflict of interest becomes apparent during the selection process, the municipal manager or his or her delegate may take the appropriate steps to remedy the situation, which may include declaring the selection process invalid and commencing a new process.
- (9) If a conflict of interest becomes apparent after the appointment, the municipal manager or his or her delegate must report the matter to the relevant delegated authority which must take remedial action, including possible disciplinary action.

Compiling shortlist of applicants

26. (1) The municipality must compile a list of all applications received for the post evaluated against the relevant competency requirements for the post.
- (2) The selection panel must compile a short-list based on the inherent requirements of the position and with due regard to section 20 of the Employment Equity Act.

Interviews

27. (1) The list of short-listed candidates and copies of their applications must be submitted to the selection panel prior to the interviews taking place.
- (2) The selection panel for a post must once constituted, remain the same at all times. If a member of the selection panel is unable to proceed with the interviews due to circumstances beyond that member's control, such panel member may be replaced or withdrawn. If the selection panel does not quorate, the panel must be reconstituted.
- (3) Notwithstanding subregulation 2, a municipality may grant observer status to each of the recognised trade union representatives during the interviews.
- (4) The selection panel must interview the short-listed candidates.
- (5) Before the interviews for a specific post commence, the selection panel must confirm the selection criteria for the advertised post, based on the relevant competencies required for the advertised post.

(6) The selection panel must keep a written record of the interviewed candidates.

(7) After considering all the relevant information, the selection panel must recommend candidates in order of preference. If the recommended candidate declines an offer of employment, the next suitable candidate, where applicable, may be considered for appointment.

(8) If it is determined that the recruitment process has not attracted suitable candidates, the post may be re-advertised.

(9) If the post is categorised as a critical and scarce skill post, alternative recruitment methods such as executive search, head-hunting, referrals and/ or re-advertising may be considered.

(10) The recommendations of the selection panel must be determined by—

(a) consensus; or

(b) where the panel fails to reach consensus, the matter shall be referred to the municipal manager or his or her delegate for mediation or resolution.

(11) If the selection panel recommends an appointment to the post, it must submit its recommendation to the municipal manager or his or her delegate for approval.

References and personal credential verification

28. (1) Reference checks and personal credential verification for short-listed candidates must be conducted by—

(a) verifying the candidate's inherent requirements of the job with the current or previous employer;

(b) establishing the validity of candidate qualifications and any other verification required by the position before appointment;

(c) determining whether the candidate has been dismissed previously for misconduct or poor performance by another municipality or employer, and, if so, the nature of that misconduct or poor performance; and

(d) verifying any other additional personal credentials as may be required by the nature of the job such as criminal records, credit checks, identification document, security clearance, etc.

(2) A written report on the outcome of the reference checks and personal credential verification must be compiled before the appointment is concluded.

(3) Notwithstanding regulation (1)(a), the absence of a previous employment record shall not disqualify a candidate for appointment to an advertised post.

Appointment

29. (1) A person may be appointed as a staff member only if the person—

(a) possesses the relevant competencies as prescribed in Annexure A of these Regulations; and

(b) is not disqualified in terms of regulation 31.

(2) The municipal manager or the staff member to whom this function is delegated must—

(a) consider the recommendations of the selection panel; and

(b) decide—

(i) on whom to appoint; and

(ii) the terms and conditions of employment.

(3) Before making a decision to appoint, the municipal manager or his/ her delegate must satisfy himself or herself that the candidate meets the relevant requirements of the post as provided in Annexure A of the Regulations.

(4) An appointment may only take effect after the municipal manager or his or her delegate has approved the appointment.

(5) The municipal manager or his or her delegate must ensure that all the interviewed candidates are informed whether or not they were successful.

(6) Unsuccessful candidates must on request be provided with given reasons in writing why they were not successful or appointed.

Appointment of support staff to offices of mayor, speaker and whip of municipality

30. (1) A person appointed to a post on the staff establishment in order to support the offices of the mayor, speaker or whip must either be—

(a) seconded from a post on that municipality's staff establishment or another municipality's staff establishment; or

(b) appointed on a fixed-term contract of employment.

(2) The duration of the secondment or fixed-term employment contract contemplated in subregulation (1) may not be longer than six months after the mayor, speaker or whip vacates office.

Re-employment of dismissed municipal staff

31. (1) A person who was dismissed from a municipality for any reason stated in column B of the table in Annexure D may not be employed in any municipality before the period set out in column C of the table has expired.

(2) Despite subregulation (1), a person who has lodged a dispute in terms of any applicable legislation, may be appointed subject to the outcome of the dispute.

(3) The periods set out in column C of the table in Annexure D run concurrently in respect of a person who was dismissed for more than one category of misconduct set out in column B of the table in Annexure D.

(4) A municipality must maintain a record of staff dismissed for misconduct and staff who resigned prior to the finalisation of any disciplinary proceedings.

(5) The record must contain—

(a) the full names and identity number of the person;

(b) the title of the post that the person occupied;

- (c) the nature of the misconduct;
- (d) the date of suspension, if any;
- (e) the conditions of suspension, if any;
- (f) the date on which the misconduct was referred to a disciplinary hearing or pre-dismissal arbitration;
- (g) the date of commencement of the disciplinary hearing or pre-dismissal arbitration;
- (h) the finding;
- (i) whether a dispute was referred to the bargaining council established for municipalities or the Labour Court;
- (j) the costs incurred by the municipality; and
- (k) the date of resignation or dismissal of the person.

Probation

32. (1) The appointment of a person as contemplated in these Regulations must be effected on a minimum probationary period of three months and a maximum probationary period of 12 months.

(2) The probationary period must be determined on the basis of the complexity of the job and the minimum period required to establish whether performance is satisfactory or not.

(3) The municipal manager or his or her delegate must—

- (a) inform the staff member within the first two weeks of employment of that member's performance requirements;
- (b) ensure that the staff member completes the municipality's induction programme; and
- (c) assess the staff member's performance; and provide the staff member with feedback on a quarterly basis on that member's performance.

(4) If a staff member's performance is not satisfactory, the municipal manager or his or her delegate must advise the staff member of any aspects that the staff member is considered to be failing to meet the required performance standards.

(5) If the municipal manager or his or her delegate believes that the staff member's performance does not meet the required standards, he or she may extend the probationary period or dismiss the staff member, provided that—

- (a) the staff member shall first be given a reasonable period of time for assessment, training, guidance or counselling; and
- (b) the staff member's performance continues to be unsatisfactory after a reasonable period has been given to the staff member to improve his or her performance.

(6) Notwithstanding subregulation 5, the municipal manager or his or her delegate may extend the probationary period by a period not exceeding six months, in order to afford the municipality an opportunity to further assess the staff member's performance.

(7) Within one month after the completion of the probationary period, the municipal manager or his or her delegate must—

- (a) confirm the appointment if—

- (i) the staff member's performance during the probationary period was satisfactory; and
 - (ii) the staff member complied with all the conditions of the probationary appointment;
- (b) subject to the Labour Relations Act, terminate the appointment if—
- (i) the staff member's performance was not satisfactory during the probationary period; and
 - (ii) the staff member did not comply with all the conditions of the probationary appointment.

Promotion

33. (1) A staff member who is appointed in accordance with this chapter to a post in a municipality that is higher than the one that he or she previously occupied in that municipality is deemed to be promoted to that post.

(2) A staff member who is promoted does not forfeit his or her years of service and the benefits that accrue from those years of service.

Transfers

34. (1) A municipality may transfer any staff member in the service of that municipality to any equivalent post in the municipality or, subject to section 197 of the Labour Relations Act, to an equivalent post in another municipality.

(2) A staff member may only be transferred—

- (a) if the staff member requests or consents, in writing, to the transfer; or
- (b) in the absence of consent, if the transfer is fair taking into consideration—
 - (i) the operational requirements of the affected institutions, including whether the transfer of the staff member would address such requirements;
 - (ii) written representations from the staff member prior to the proposed transfer; and
 - (iii) the extent to which the interests and circumstances of the staff member may be fairly accommodated.

(3) The salary and other conditions of service of a staff member may not be adversely affected by a transfer under this regulation without the consent in writing of that staff member.

(4) A staff member may not be transferred to a position at a level which is lower than the staff member's current post level.

Secondment of municipal staff to another municipality

35. (1) A municipality may second a staff member with the relevant competencies to act in a post that is vacant in another municipality.

(2) The parties contemplated in subregulation (1) must conclude a written agreement regarding the secondment that specifies—

- (a) the party responsible for the costs of secondment;
- (b) the duration of the secondment, which may not in each case exceed a period of twelve months;
- (c) the person to whom the seconded staff member must report;
- (d) the place at which the seconded staff member must work; and
- (e) the new job description of the seconded staff member.

Secondment of other government employees to municipality

36. (1) A municipality may request national or provincial government, another municipality or any employer as they case may be, to second a person with the relevant competencies to act in a vacant post for a specified period or until such time that a suitable candidate has been appointed.

(2) The parties contemplated in subregulation (1) must conclude a written agreement regarding the secondment that specifies the issues set out in regulation 35(2).

(3) The municipality must inform the MEC of any such secondment and the terms and conditions associated with that secondment.

Acting appointment

37. (1) An acting appointment may be made to a funded post in order to ensure that the disruption of services is minimised.

(2) Unless indicated otherwise in the appointment to the acting post, a staff member of a municipality who is acting in a higher post in the same municipality must continue to perform the duties of the post that the staff member ordinarily occupies during the acting period.

(3) A person acting in a higher post has no right or expectation to be appointed to that post, except as otherwise provided in these Regulations.

(4) A staff member may only act in a post that is equivalent to or one grade higher than the post that the staff member ordinarily occupies.

(5) The appointment to act in a post must be—

- (a) with the consent of the staff member;
- (b) in writing; and
- (c) authorised by the municipal manager or the person to whom this function is delegated.

(6) The staff member appointed to act in a post must have the requisite competencies to be able to perform the duties associated with the post.

(7) In selecting a person to act in a post, the following must be considered—

- (a) the relevant requirements of the post and that person's performance;
- (b) the municipality's developmental needs; and

(c) the municipality's employment equity policy and plan.

(8) A person may only be appointed in an acting position for a period not exceeding three months.

(9) Notwithstanding subregulation (8), the municipal manager may extend the period in subregulation (8) for a further period of three months, if there is a justifiable reason to do so.

(10) Any further extensions made under this subregulation shall not exceed a period of one year.

Appointment of permanent staff

38. Except as provided for in regulation 39 of these Regulations, appointments of staff members made in terms of section 66 of the Act shall be on a permanent basis.

Appointment of temporary staff

39 (1) Notwithstanding regulation 38 and subject to the provisions of the Labour Relations Act, a municipality may in exceptional circumstances and within its administrative and financial capacity appoint a person or persons on short term employment without adhering to the procedures and processes as contained in this chapter.

(2) A municipality may in accordance with its staffing policy and after satisfying itself that there is an unforeseen temporary increase in the volume of work or need for additional capacity to perform its functions, consider short term employment to complement its full-time staff under the followings circumstances:

(a) Casual employment

(i) Casual employment may only be offered for:

(aa) relief purposes to meet special work demands; and

(bb) seasonal work, where the work requirements may vary from day-to-day.

(ii) A person engaged in casual employment may be employed in a municipality on a day-to-day basis without an expressed or implied continuity.

(iii) A casual employment terminates at the end of each day unless specified otherwise. In cases of misconduct, a municipality can dismiss a casual worker instantly.

(iv) Notwithstanding subregulation (2)(a)(iii), a casual worker may be exempt from unfair dismissal access unless the casual worker:

(aa) is engaged by a particular municipality on a regular and systematic basis for a sequence of periods of employment during a period of at least six months; and

(bb) would, for purposes of dismissal, have had a reasonable expectation of continuing employment with the municipality.

- (v) Casual employment does not replace staff employed on permanent basis in a municipality or cannot be used as a substitute for continuing or fixed term employment.
- (b) Fixed-term employment
 - (i) A municipality may offer temporary employment for a period not exceeding three months only under the following conditions—
 - (aa) when the municipality requires new skills to fill a vacant post to manage a new project or programme funded by an external source, which has a known fixed period;
 - (bb) when the municipality is obliged to make a temporary appointment to replace a staff member who is absent from work for a period of three months or more;
 - (cc) when the municipality is in a process to fill a part-time post of a staff member who works less than 24 hours per week;
 - (dd) when the municipality is awaiting recruitment and selection processes to fill the post of a staff member who has reached the normal retirement age applicable to municipalities in terms of these Regulations;
 - (ee) the fixed-term employment is for a minimum period of three months not exceeding a period of five years; and
 - (ff) the post is budgeted for.
- (c) Notwithstanding subregulation (2)(a), a municipality may in exceptional circumstances appoint support staff to the office of the political office bearers for a period not exceeding six months after the mayor, speaker or whip vacates office.
- (d) Temporary employment
 - (i) A municipality may offer temporary employment—
 - (aa) to replace staff members on leave or any other extended period of leave; and
 - (bb) as short-term secondments; and
 - (cc) for temporary assistance to improve staff shortages.

CHAPTER 4

PERFORMANCE MANAGEMENT

Establishment of performance management and development system

40. A municipality must adopt a performance management and development system that complies with the provisions of this chapter.

Application

41. The performance management and development system does not apply to a staff member who is—
- (a) appointed on a fixed term contract with a duration of 6 months or less;
 - (b) serving notice—
 - (i) of termination of his or her contract of employment; or
 - (ii) to retire on reaching the statutory retirement age; and
 - (c) appointed on an internship programme or participating in the national public works programme or any similar scheme.

Principles

42. (1) The performance management of staff must be collaborative, transparent and fair.
- (2) The performance management system must where reasonably practicable link to—
- (a) the municipality's strategic objectives and integrated development plan, the SDBIP of the relevant municipal department and the senior manager's performance plan; and
 - (b) the senior manager's performance agreement and the performance agreements of the staff members falling under that senior manager's department.
- (3) The performance management system must be developmental, while allowing for—
- (a) an effective response to substandard performance; and
 - (b) recognition of outstanding performance.
- (4) The performance management system must be integrated with other human resource policies and practices of the municipality.

Purpose of performance management

43. The purpose of performance management is to—
- (a) promote the objects and developmental duties of local government, as set out in sections 152 and 153 of the Constitution;
 - (b) promote a culture of service to the public, accountability, co-operation and mutual assistance amongst staff by monitoring, measuring and evaluating performance;
 - (c) institutionalise performance planning, monitoring and evaluation in local government;
 - (d) drive and align municipal, departmental and individual performance;
 - (e) build a common understanding among staff of the municipality's objectives contained in its integrated development plan and annual performance plan;
 - (f) set clear outcomes-based expectations by communicating to staff how their roles contribute to the success of the municipality;
 - (g) build capability, skills, competencies that are key to the municipality achieving its mandate and objectives and encourage commitment among staff;
 - (h) encourage desired behaviours as articulated in:

- (i) the Code of Conduct for Management Staff contained in Schedule 2 to the Act; and
 - (ii) the Code of Ethics in Annexure E of these Regulations; and
- (j) identify and improve substandard performance of staff.

Performance management system

44. (1) The municipality represented by the relevant supervisor and staff member must agree on—

- (a) the performance objectives and targets; and
- (b) the job specific competencies.

(2) Any dispute about the performance objectives and performance targets must be mediated by the relevant head of department or the staff member to whom this function is delegated. If the dispute is not resolved to the staff member's satisfaction, the staff member may lodge a grievance in terms of the procedures outlined in Chapter 8 of these Regulations.

(3) The performance objectives and targets must include the KPAs, KPIs, the performance standard for each KPI, target dates and KPA weightings.

(4) The KPAs describe the critical achievements required of the staff member in order for the municipality to be able to achieve the objectives set out in its integrated development plan.

(5) The KPAs must relate to the staff member's functional area and must not exceed 10.

- (6) The KPIs—
- (a) are the means by which performance in respect of a KPA is measured; and
 - (b) must be measureable and verifiable so that it can be determined whether or not progress has been made with regard to achieving the KPA.

(7) The performance standard for each KPI may be qualitative or quantitative, but must also satisfy the criteria set out in subregulation (5).

(8) The KPA weightings show the relative importance of the KPAs.

(9) The job specific competencies must include the name and definition of the specific competency, the expected level of capability and the weightings.

(10) The staff member's job specific competencies must include the job specific competencies that are applicable to the staff member's job, but should not exceed six in number.

(11) Each year the performance of the staff member must be appraised against the KPAs and job specific competencies in the staff member's performance agreement, with a weighting of 80:20 allocated to the KPAs and job specific competencies respectively.

(12) The 80:20 principle will not apply to staff members below the level of a supervisor and equivalent rank.

(13) A staff member below supervisory level must be appraised against the KPAs with a weighting of 100%.

Performance agreement

45. (1) A staff member must enter into a performance agreement for each financial year of the municipality.

(2) The performance agreement of a staff member must be concluded within three months of—

- (a) the commencement of the financial year;
- (b) a new staff member's appointment after probation;
- (c) a staff member's transfer to a new post; or
- (d) the return from prolonged leave that is more than three months.

(3) If at any time during the period of the performance agreement, the responsibilities of the staff member change to the extent that the performance plan in the performance agreement is no longer appropriate, the parties must revise the performance agreement.

(4) The performance agreement may not diminish the obligations and duties of a staff member in terms of the staff member's employment contract, or any applicable regulations, circulars, policies, directives or other instruments.

(5) The performance agreement must contain—

- (a) the name, job title and the department of the staff member;
- (b) the KPAs, their weightings and the target date for meeting the KPA;
- (c) the KPIs and the performance standard for each KPI;
- (d) the name and definition of the job specific competencies, their weightings and the expected level of capability for each competency;
- (e) a personal development plan prepared in compliance with regulation 66; and
- (f) the process of monitoring and assessing performance, including the planned dates of assessment.

Team-based performance

46. (1) A municipality may establish a system for performance management and development for an occupational stream below the level of a supervisor that will assist a municipality in deciding on probation, rewards, promotion and skills development of a staff member, which is consistent with the principles set out in these chapter.

(2) Before utilising the team-based performance management and development system, the municipality must—

- (a) pilot the system on a team of staff members in all affected occupational streams; and
- (b) consult the system with recognised trade unions within the local labour forum.

Performance appraisal

47. (1) Each year the performance of the staff member must be appraised against the KPAs and where applicable, job specific competencies.

- (2) The annual performance appraisal must involve—
- (a) an assessment of the extent to which the staff member achieved the performance objectives and targets as outlined in the performance plan, which involves the following:
- (i) each KPA assessed to determine the extent to which the specified standards or KPI have been met, with due regard to *ad hoc* tasks that had to be performed under that KPA;
 - (ii) an indicative rating on the five-point scale set out in the table below provided for each KPA; and
 - (iii) the rating assigned to each KPA multiplied by the weighting given to that KPA to provide a weighted score for that KPA.
- (b) an assessment of the extent to which the staff member achieved the job specific competencies outlined in the performance plan, which involves the following:
- (i) each competency assessed to determine the extent to which the specified standards have been met;
 - (ii) an indicative rating on the five-point scale set out in the table below provided for each job specific competency;
 - (iii) the rating assigned to each job specific competency is multiplied by the weighting given to that competency to provide a score for that competency; and
 - (iv) the assessment rating calculator is used to add the scores and calculate a final competency score, based upon the weightings allocated to the job specific competencies; and
- (c) an overall rating in accordance with the assessment rating calculator provided for in Chapter 4 of the Guidelines is calculated as a summary of the outcome of the performance appraisal by using the weighting ratio referred to in regulation 44 (11) and (12).
- (3) The five point rating scale is set out in the table below.

Table: Five Point Rating Scale

Level	Terminology	Description
5	Outstanding performance	Performance far exceeds the standard expected of a staff member at this level. The appraisal indicates that the staff member has achieved above fully effective results against all performance criteria and indicators as specified in the Performance Agreement and Performance Plan and maintained this in all areas of responsibility throughout the year.
4	Performance significantly	Performance is significantly higher than the standard expected in the job. The appraisal indicates that the staff

	above expectations	member has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year.
3	Fully effective	Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the staff member has fully achieved effective results against all significant performance criteria and indicators as specified in the Performance Agreement and Performance Plan.
2	Performance not fully effective	Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the staff member has achieved below fully effective results against more than half the key performance criteria and indicators as specified in the Performance Agreement and Performance Plan.
1	Unacceptable performance	Performance does not meet the standard expected for the job. The review/ assessment indicates that the staff member has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the Performance Agreement and Performance Plan. The staff member has failed to Demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.

Performance monitoring and evaluation

48. (1) The municipality must review the performance of a staff member mid-year and at the end of the financial year.

(2) In addition to the reviews provided for in subregulation (1) or the performance agreement, the municipality may review the performance of a staff member at any other time.

(3) The end of year review must determine a performance rating.

(4) The staff member being assessed or the person designated in terms of subregulation (6) must provide the manager reviewing the performance of the staff member with a portfolio of evidence relating to his or her KPAs.

(5) The maintenance of the portfolio of evidence is the responsibility of the staff member.

(6) Despite subregulation (4), the municipal manager may exempt categories of staff from maintaining a portfolio of evidence in which case the municipality must determine who will maintain the portfolio of evidence of those staff members.

(7) The evaluation of the performance of the staff member must be conducted by that member's supervisor.

(8) The staff member's supervisor must keep a record of all assessment meetings.

(9) Personal growth and development needs identified during any performance review, together with the actions and timeframes agreed to, must be recorded in the staff member's personal development plan.

Performance moderation

49. (1) The moderation committee must review and moderate the overall performance ratings for staff determined after the performance evaluation review meetings.

(2) When moderating the performance ratings and adjusting the performance reward, the moderation committee must take into account the following:

- (a) Congruence between the performances of the municipality, the department and the staff member before a performance related increment may be implemented;
- (b) the final individual performance ratings fair across each grade;
- (c) the annual approved municipal budget in terms of section 16 of the Municipal Finance Management Act;
- (d) the total of any performance related increments and performance bonuses in a financial year for staff members, including senior managers not exceeding 2% of the annual salary budget for the municipality;
- (e) if the staff member's performance period is more than six months, but less than 12 months, the staff member's performance related adjustment must be pro-rated proportionately downwards by the proportion that the performance period bears to 12 months; and
- (f) any other relevant considerations.

(3) The moderation process must ensure that the final individual performance ratings are fair across the staff and aligned to the performance of municipality as a whole.

(4) The review and moderation of evaluation outcomes must be conducted within a reasonable timeframe after the end of the financial year, but no later than six months after the end of the financial year.

Performance rewards

50. (1) A performance related reward—

- (a) is at the discretion of the municipality;
 - (b) only applies to a staff member who received a performance rating after a moderation result of performance significantly above expectations or outstanding performance;
 - (c) may not be given to a staff member—
 - (i) whose performance period is less than six months; or
 - (ii) whose employment is for a fixed term with a duration of six months but less than twelvemonths.
- (2) Subject to subregulation (1)(a), the performance reward—

- (a) is a notch increase adjusted for a performance rating after moderation result of performance significantly above expectations or outstanding performance; and
 - (b) if the staff member is on the maximum notch of the salary scale before the performance assessment, a once-off payment equal to the annual difference between the maximum salary notch and the preceding salary notch in lieu of a notch increase and as a maximum is payable.
- (3) A municipal council may approve and award performance related increments only after the annual report for the financial year under review has been finalised and approved by the municipal council.

Disputes about performance agreements and ratings

51. (1) A dispute relating to the conclusion of the performance agreement or an amendment to the performance agreement, must be referred to the head of the relevant department as expeditiously as possible, but no later than five days after a period referred to in regulation 77(1).

(2) A dispute contemplated in subregulation (1) must be resolved within one month of receipt of the dispute by the head of the department, after—

- (a) considering the representations of the staff member and his or her supervisor; and
- (b) consulting the head of human resources.

(3) If the staff member remains aggrieved after the resolution contemplated subregulation (1), the staff member may institute a grievance in terms of the grievance procedures.

(4) A staff member who disagrees with his or her performance rating may lodge a grievance in terms of the grievance procedures.

(5) A staff member who is not satisfied with the outcome of the grievance procedure may lodge a dispute in terms of the dispute resolution mechanisms of the bargaining council for municipalities.

Managing substandard performance

52. (1) A staff member who receives a performance rating below three in terms of the Five-Point Rating table in regulation 47(3) must—

- (a) be assisted in developing his or her competencies through training, coaching, mentoring and supervision; and
- (b) develop a personal development plan with his or her manager.

(2) The personal development plan must contain at least—

- (a) the behaviour and skills that require improvement;
- (b) the actions that will be undertaken to improve the identified behaviour and skills that require improvement;
- (c) deadlines for improvement;
- (d) the meetings to assess improvements and provide feedback; and

(e) the potential consequences, if there is no improvement in performance.

(3) The meetings to assess improvements and provide feedback must be recorded in writing.

(4) The personal development plan must cover a maximum period of three months, at the end of which, a formal evaluation of performance must take place.

(5) The following alternatives must be considered in respect of a staff member whose performance has not improved to at least a satisfactory level (i.e. a performance rating of three)—

(a) continuation of the actions referred to in the personal development plan;

(b) alternative actions to improve performance;

(c) offering the staff member an alternative job within the municipality that is better suited to the staff member's behaviour and skills; or

(d) dismissal owing to incapacity in terms of the provisions of the Labour Relations Act.

(6) Poor work performance must be dealt with in accordance with item 9 of Schedule 8 to the Labour Relations Act.

Performance management of staff members who are acting in posts

53. If a staff member is required to act in a post for a period that exceed three months, then the supervisor responsible for that post must agree upon the KPAs and KPIs with the staff member who is acting in that post and include the KPAs and KPIs in the staff member's amended performance agreement.

CHAPTER 5

ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING

PART A

ELEMENTS OF ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING

Environmental capacity building

54. (1) Environmental capacity building refers to the potential or competencies found outside of a municipality's formal structures.

(2) The elements of environmental capacity include demography, geography, non-municipal infrastructure, broad socio-economic conditions and environmental conditions.

(3) A municipality may have little or no control over the elements of environmental capacity but the municipality needs to consider them in terms of its own operations.

Institutional capacity building

- 55.** (1) Institutional capacity building refers to the potential or competencies within a municipality for the municipality to function, perform and adequately deliver its services.
- (2) The elements of institutional capacity building are—
- (a) physical, human, intellectual and financial resources;
 - (b) organisational structure and systems;
 - (c) leadership;
 - (d) policy making; and
 - (e) enforcement capabilities.

PART B

PROCESS OF ENVIRONMENTAL AND INSTITUTIONAL CAPACITY BUILDING

Developing environmental capacity building

- 56.** (1) The components that constitute a conducive environment for a municipality to operate in must be assessed and the challenges made known to its stakeholders.
- (2) Every five years a municipality must undertake an environmental assessment in order to understand the elements of the external environment that shape and inform the development of an integrated development plan.
- (3) The environmental assessment must consider the following:
- (a) The municipality's—
 - (i) socio-economic conditions;
 - (ii) demographics;
 - (iii) geographic and environmental factors; and
 - (iv) non-municipal infrastructure and resources; and
 - (b) the legislative and political landscape.
- (4) In undertaking the assessment the municipality must consider—
- (a) the nature of the factor under consideration;
 - (b) to what extent the environmental factor under consideration enables or constrains the municipality; and
 - (c) the strength and capacity of civil society or the communities that the municipality serves to engage with these particular factors.
- (5) The municipality must then identify in respect of those elements that are constraining the municipality—
- (a) the nature of the intervention required for these conditions to become more enabling;
 - (b) the stakeholders that need to be engaged with;
 - (c) how the intervention should be undertaken;
 - (d) the support required from the national and provincial governments; and

- (e) that which is required of local government to enhance the communities' capability to more effectively engage with these issues.
- (6) The outcomes of the environmental assessment must result in—
- (a) the municipality working with its stakeholders to ensure that constraining environmental factors are included within the municipality's integrated development plan; and
- (b) the municipality develops plans of action to raise the capacity of communities to engage and address these issues.

Developing institutional capacity building

57. (1) Before developing its integrated development plan the municipality must assess its institutional capacity by considering the municipality's—

- (a) functionality in terms of benchmarks and standards provided by the Minister;
- (b) performance in terms of objectives as set out in the integrated development plan and SDBIP;
- (c) delivery of its services in line with legislation, agreed standards with the community and norms within the sector and category; and
- (d) compliance with legislation and reporting requirements.

(2) The institutional assessment must consider the municipality's—

- (a) operating model;
- (b) service delivery model;
- (c) organisational structure;
- (d) physical infrastructure and resources, including facilities, equipment and materials;
- (e) financial resources and budget;
- (f) processes and systems, including performance management, policy development, administration, enforcement, planning, governance, service delivery, risk management; and
- (g) by-laws and policies.

(3) The outcome of the assessment should result in the identification areas where institutional capacity requires enhancement.

(4) These areas must be recorded in an institutional capacity building plan and reflected in the integrated development plan.

(5) The institutional capacity building plan must set out—

- (a) the type and nature of institutional challenge;
- (b) the nature of the intervention required to address the challenge;
- (c) the implications of not addressing the institutional capacity building need;
- (d) the timeframe to address challenge;
- (e) the budget and resources available to address the challenge; and
- (f) the partners and programmes that could assist.

(6) The municipality must seek assistance from relevant stakeholders where necessary.

(7) The municipality must monitor and report on the progress in respect of institutional capacity building, to the MEC for local government.

PART C

COORDINATION AND ALIGNMENT OF ENVIRONMENTAL, INSTITUTIONAL AND INDIVIDUAL CAPACITY BUILDING

Integrated municipal institutional plan

58. Each municipality must consolidate its capacity building requirements and skills development, institutional and environmental plans into an integrated municipal institutional plan.

Municipal co-ordination

59. (1) Each municipality must establish a capacity building coordination structure that is responsible for the consolidation of all individual, institutional, and environmental capacity building plans and support into the integrated municipal institutional plan.

(2) The co-ordination structure must—

- (a) contain representation from all key functions linked to the provision of skills development, institutional and environmental capacity; and
- (b) meet at least quarterly to measure progress, impact and address shortcomings.

Provincial and national coordination

60. (1) The relevant MEC for local government may establish a coordination committee comprising district or local municipalities or both.

(2) The Minister may establish a coordination committee.

(3) The functions of the national and provincial capacity co-ordination structures contemplated in regulations (1) and (2) are to—

- (a) compile an annual capacity building plan for local government;
- (b) identify the outcomes to be achieved in skills development, institutional, and environmental capacity building requirements;
- (c) determine and identify resources for the relevant capacity building programmes;
- (d) coordinate differentiated support, capacity building and training initiatives for municipalities;
- (e) monitor support, capacity building and training initiatives through quarterly progress reporting;
- (f) assess the impact of support, capacity building and training directed at local government annually;

- (g) advise on appropriate support, capacity building and training initiatives aimed at local government; and
- (h) coordinate national and provincial environmental capacity building responses where appropriate.

(4) The national and provincial capacity co-ordination structures must be jointly chaired by the LGSETA and organised local government.

(5) Representatives of the following entities that must serve on the national capacity co-ordination structures include—

- (a) Department of Cooperative Governance;
- (b) Municipal Infrastructure and Support Agency;
- (c) National Treasury;
- (d) Department of Economic Development;
- (e) Department of Environmental Affairs;
- (f) Department of Higher Education and Training;
- (g) Department of Human Settlements;
- (h) Department of Public Service and Administration;
- (i) Department of Rural Development and Land Reform;
- (j) Department of Water Affairs; and
- (k) the provincial capacity building structures.

(6) The national capacity co-ordination structure may establish working groups to focus on particular programmatic areas within their mandate.

(7) The provincial capacity building structures must be structured, as far as possible, in a similar manner to the national capacity building structure.

CHAPTER 6

SKILLS DEVELOPMENT

PART A

PRINCIPLES

Principles

61. (1) Skills development must—
- (a) support the achievement of the municipality's goals set out in the integrated development plan by providing critical skills that ensure the delivery of quality services;
 - (b) promote the development and retention of competent municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills;
 - (c) support the employment equity objectives of a municipality;

- (d) be based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace;
- (e) seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducting regular evaluations and improving the impact of learning, training and development; and
- (f) be designed to support and reinforce other capacity building programmes in municipalities.

(2) A staff member must take responsibility for his or her development and own career growth.

(3) A municipality must support its staff members by—

- (a) clarifying the skills required for jobs, identifying relevant skills needs and developing opportunities to satisfy the skills needs;
- (b) identifying new skills and knowledge required by staff to support their career growth and progression;
- (c) creating learning opportunities that will allow their staff to develop the skills and expertise to enable them to compete effectively for placement in new or vacant posts; and
- (d) allocating responsibilities to senior managers and supervisors to promote career development and to conduct career development consultations with staff members.

(4) The skills development process involves planning, skills assessment, implementation and review.

PART B

SKILLS DEVELOPMENT PLANNING

Alignment to strategic planning cycles

- 62.** The determination of municipal skills needs, priorities and budgets must be—
- (a) developed once every five years at the commencement of the integrated development planning process and may be reviewed annually thereafter; and
 - (b) aligned to the strategic planning cycles associated with the—
 - (i) integrated development plan;
 - (ii) municipal budget;
 - (iii) human resource planning; and
 - (iv) performance management cycle.

Determination of skills needs

- 63.** Skills needs in municipalities must be determined by conducting—

- (a) skills needs analysis, in which the municipality must identify skill needs at municipal and department levels based on critical roles and job categories and associated competencies; and
- (b) a staff skills audit, which must identify skills needs for each staff member based on specific competency needs associated with current roles and future career aspirations.

Skills needs analysis

64. (1) Every municipality must conduct a skills needs analysis that analyses the municipality's skills needs and assesses the skills constraints on service delivery in the municipality as a whole and in each department or function.

(2) The skills needs analysis must identify the priority skills needs, which if effectively developed, will have a marked impact on the municipality's performance.

(3) The process of identifying the skills needs must—

- (a) be guided by the critical and scarce skills lists for the sector published by the Minister for Higher Education and Training and the Local Government: Competency Framework for Occupational Streams as contained in Annexure A of the Regulations.
- (b) take into account the related institutional capacity needs and workplace skills plan of the municipality; and
- (c) cover all major roles in the municipality, including—
 - (i) management and leadership;
 - (ii) technical, specialist, professional and administrative roles; and
 - (iii) specified priority skills needs.

(4) The skills needs analysis must be based on—

- (a) a strategic evaluation of skills needs that have constrained the service delivery and performance of the municipality and each of its departments or functions in the current year;
- (b) a review of community feedback information and an assessment as to whether a lack of skills has contributed to the shortcomings in respect of service delivery;
- (c) a review of the effectiveness of the implementation of previous priority skills development programmes and interventions; and
- (d) an analysis of individual staff member personal development plans to identify common skills needs across job categories.

Staff skills audit

65. (1) A municipality must conduct a skills analysis using programmes or systems determined by the Minister to ascertain the skills needs of staff members in respect of their current roles.

(2) A skills audit may comprise—

- (a) biographical audits, which includes information on the educational qualifications and experience of the staff member;
- (b) perception based assessments; and
- (c) evidence based assessments, including assessments using psychometric instruments.

Personal development plans

66. (1) Every staff member must have a personal development plan that sets out the strategies to—

- (a) address the staff member's development needs and specific skills to be developed for their current roles arising from the skills audit, as well as the learning interventions required to build these skills; and
- (b) develop new skills and provide exposure to new areas of work, which are linked to the realistic career aspirations of and opportunities available to the staff member.

(2) The personal development plan must take account of the skills audit and the implementation of the performance management system.

(3) No staff member may undergo training unless—

- (a) the training is contained in personal development plan of the staff member; or
- (b) the municipal manager or his or her delegate approves the training intervention.

Workplace skills plan

67. (1) A municipality must, in consultation with the trade unions, develop a workplace skills plan arising from the outcomes of institutional skills needs analysis and the individual skills audits.

(2) The workplace skills plan must include—

- (a) the priority skills needs for the municipality and each department or function;
- (b) the associated interventions that the municipality intends conducting; and
- (c) an aggregation of the learning and development initiatives from staff personal development plans.

(3) The workplace skills plan must be included in the municipality's integrated development plan.

Discretionary grants

68. A municipality must make use of discretionary grants to fund the development of critical and scarce skills that coincide with the published lists of critical and scarce skills or roles of the LGSETA or the Department of Higher Education and Training.

Budgeting for skills development

69. (1) A municipality must establish a skills development budget that provides funding for the priority skills needs identified in the workplace skills plan.

(2) The sources of funding for priority learning interventions are—

- (a) each municipality's own training budget;
- (b) the grants available from the LGSETA on approval of the workplace skills plan and resulting from discretionary grant submissions; and
- (c) additional funding available for skills development in municipalities from provincial and national government.

Recognition of prior learning assessment

70. (1) Recognition of prior learning assessment determine a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.

(2) Recognition of prior learning assessment must be conducted—

- (a) by service providers that are accredited by the relevant Education and Training Quality Assurance Body; and
- (b) in line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008).

PART C

IMPLEMENTING SKILLS DEVELOPMENT

Types of skills development programmes

71. A municipality must focus on developing priority skills through—

- (a) structured learning programmes, which may include learnerships, apprenticeships, technicians-in-training programmes and graduates-in-training programmes;
- (b) structured on-the-job learning and development, which may include—
 - (i) professional coaching of staff members by an external or internal expert coach where such capacity exists;
 - (ii) coaching of staff by supervisors, including guiding a staff member to develop new skills;

- (iii) mentoring staff to master technical, professional or specialist roles, which may include pairing a staff member with an expert for a period of time;
- (iv) the creative allocation of work to accelerate learning, including—
 - (aa) allocating staff members to a specific project;
 - (bb) seconding a staff member to another department or work area to increase the staff member's exposure to other work processes and systems;
 - (cc) increasing the responsibilities allocated to a staff member;
 - (dd) rotating staff through the full range of activities of a particular process or department; and
 - (ee) work shadowing, where a staff member is given the opportunity to observe a more senior professional or manager at work enabling the staff member to understand more complex and challenging roles in a structured and secure manner; and
- (c) professional development programmes.

Obligations of municipality

72. (1) Supervisors must collaborate on the re-allocation, rotation and secondment of staff members across functions within a municipality.

(2) A municipality must ensure the effective management of the quality of learning delivery, especially that provided by external training providers.

(3) Supervisors must be encouraged to gain coaching skills, and should actively coach and support the development of staff members who report to them.

(4) A municipality should prioritise the appointment of staff mentors who are experts in their fields to support structured skills transfers in order to achieve the required specialist and technical skills in respect of priority roles.

PART D

REVIEWING SKILLS DEVELOPMENT

Evaluating skills development quality and impact

73. (1) A municipality must—

(a) conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation; and

(b) adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

(2) A municipality must ensure that—

(a) every supervisor annually report on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan;

- (b) the effect of implementing personal development plans for staff is evaluated;
- (c) evaluations, using standard benchmarks determined by the Minister, respond to priority learning programmes and contribute to the development of skills which result in improved performance and service delivery; and
- (d) regular skills development reports and evaluation results are—
 - (i) integrated into the wider capacity building initiatives within the municipality; and
 - (ii) reported to the relevant provincial and national capacity building structures.

PART E

PAYMENT FOR SKILLS DEVELOPMENT PROGRAMMES

Conditions of payment

74. (1) A municipality may agree to pay full or part payment for a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme.

(2) A municipality that agrees to pay for a learning programme must require the staff member to work for the municipality for a reasonable period after the completion of the programme, failing which the staff member must pay back the costs, or part of the costs, associated with the programme.

(3) Despite subregulation (1), if a staff member fails to attend or fails a learning programme, the municipality must recover the costs associated with the programme after complying with section 34 of the Basic Conditions of Employment Act.

CHAPTER 7

DISPUTE RESOLUTION

PART A

GRIEVANCES

Grievances

75. (1) The grievance procedure is aimed at providing management and staff members of a municipality with a credible mechanism for resolving staff grievances fairly, objectively and expeditiously.

- (2) A staff member may not use the grievance procedure—
- (a) to amend any performance agreement or terms and conditions of any performance agreement concluded between that staff member and the municipality;

(b) to process a disciplinary matter or dismissal; or

(c) for the purposes of collective bargaining.

(3) All grievances must be resolved as soon as possible and at the lowest possible level in the reporting structure.

(4) A grievance that is brought to management's attention must be considered in a fair manner.

(5) Neither staff member nor his or her representative may suffer any prejudice, directly or indirectly, including victimisation or occupational prejudice, in their employment because they lodged or participated in a grievance in terms of this Chapter.

(6) The grievance proceedings must be conducted in compliance with the standards of procedural fairness.

(7) The parties to the grievance must disclose relevant documents which may assist to resolve a grievance except that no party is required to disclose information that—

(a) is legally privileged;

(b) the municipality cannot disclose without contravening a prohibition imposed on it by any law or order of any court;

(c) is confidential and, if disclosed, may cause substantial harm to a staff member or the municipality; or

(d) is private personal information relating to a staff member, unless that member of staff consents to the disclosure of the information.

(8) A staff member may be represented by a fellow staff member or trade union representative, which excludes a trade union official, of a registered trade union at any stage of the grievance procedures, but may not be represented by a legal practitioner.

(9) All proceedings and meetings relating to a grievance should be considered to be confidential.

(10) An aggrieved staff member who has referred a grievance, must take reasonable steps to exhaust the grievance procedures prior to referring a dispute to the bargaining council.

PART B

GRIEVANCE PROCEDURE

Step one: immediate supervisor

76. (1) An aggrieved staff member must lodge a grievance in writing with his or her immediate supervisor on the prescribed form, which is attached as Annexure H setting out the complaint and the desired result.

(2) If the grievance concerns—

(a) the conduct of the staff member's immediate supervisor, the staff member may disregard step one and submit the grievance on the prescribed form to the head of department or the staff member to whom this function is designated; and

- (b) the conduct of the head of department, the staff member may disregard steps one and two and submit the grievance on the prescribed form to the municipal manager or staff member to whom this function is delegated.
- (3) The immediate supervisor must—
- (a) take reasonable steps, in consultation with the aggrieved staff member, to resolve the grievance within five days of the grievance having been lodged with him or her; and
- (b) inform the aggrieved staff member of the outcome in writing.

Step two: head of department

77. (1) If a grievance has not been resolved to the satisfaction of the aggrieved staff member within five days of lodging the grievance in terms of step one, the aggrieved staff member may refer the matter in writing within ten days to the head of department or the staff member to whom this function is delegated.

(2) The head of department or the staff member to whom this function is delegated must arrange a meeting to consult and hold discussions with the aggrieved staff member in an attempt to resolve the matter.

(3) The head of department or the staff member to whom this function is designated must—

- (a) endeavour to resolve the grievance within 5 days of the grievance being referred to him or her; and
- (b) must inform the aggrieved staff member of the outcome in writing.

Step three: municipal manager

78. (1) If a grievance has not been resolved to the satisfaction of the aggrieved staff member within five days of lodging the grievance in terms of step two, the aggrieved staff member may refer the grievance in writing to the municipal manager or his/her delegate within ten days.

(2) The municipal manager must hold a meeting, attended by the aggrieved staff member and his or her representative, if any, and any other persons who, in the opinion of the municipal manager or a staff member to whom the function was designated, should attend.

(3) The municipal manager or the staff member to whom this function was delegated must—

- (a) hear details of the grievance, including proposals to resolve the issue;
- (b) endeavour to reach a resolution within 5 days of the referral in terms of this regulation; and
- (c) inform the aggrieved staff member in writing of the outcome of the hearing.

(4) The outcome referred to in subregulation (3)(c) is final in terms of this procedure, subject to the staff member's right to refer a dispute to the bargaining council

established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

Grievance against municipal manager

79. (1) If a grievance is against a municipal manager, the aggrieved staff member may refer the grievance to the mayor, who may seek to resolve the grievance.

(2) If the grievance is not resolved to the satisfaction of the aggrieved staff member within 5 days, the aggrieved staff member may refer the grievance to the relevant committee of the council established in terms of section 79 of the Municipal Structures Act, which must attempt to resolve the grievance within 30 days of the grievance being lodged with it.

(3) If a grievance has not been resolved to the satisfaction of the aggrieved staff member, the aggrieved staff member may refer a dispute in accordance with the applicable legislation to the bargaining council established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

(4) If a municipality fails to comply with timeframes set out in this grievance procedure, the aggrieved staff member may refer a dispute in accordance with the applicable legislation to the bargaining council established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

CHAPTER 8

DISCIPLINARY CODE AND PROCEDURES

PART A

DISCIPLINE

Discipline

80. (1) The purpose of a disciplinary code and procedure is to—

- (a) promote constructive, orderly and safe conduct in the workplace;
- (b) regulate discipline in a manner that is both substantively and procedurally fair;
- (c) promote certainty and consistency in the application of discipline;
- (d) establish principles, standards and procedures to be followed in order to address any misconduct; and
- (e) encourage staff to adhere to the appropriate standards of conduct required of them by providing for progressive and corrective action.

(2) It is the responsibility of every staff member to abide by the code of conduct and rules of discipline applicable to staff members.

(3) Discipline is a management function and supervisors are responsible for the management of discipline within their place of work.

(4) Discipline is a corrective measure and not a punitive one.

(5) A municipality must take all reasonable steps to ensure that discipline is applied in a prompt, fair, consistent and progressive manner.

(6) If a staff member commits misconduct that is also a criminal offence, the criminal procedure and the disciplinary procedure will continue as separate and different proceedings and the disciplinary action will not be halted due to pending external criminal actions against the staff member alleged to have committed the misconduct.

(7) The nature and severity of the staff member's alleged misconduct determines the nature and extent of the disciplinary action.

(8) Management will, if appropriate, correct and seek to improve conduct in the normal course of work. If there is a serious infringement or repeated misconduct, formal disciplinary procedures should be invoked.

(9) Disciplinary procedures must be fair, which means that as a minimum—

- (a) the staff member must be notified of the allegations using a form and language that the staff member can understand;
- (b) the staff member must be allowed an opportunity to state a case in response to the allegations, and if the staff member is found to have committed misconduct, to state a case concerning an appropriate sanction;
- (c) the staff member must be afforded a reasonable time to prepare a response, depending on the nature and complexity of the allegations;
- (d) the staff member must be entitled to representation by a fellow staff member or a trade union representative during a disciplinary process; and
- (e) the municipality must give the staff member written notification of and reason for the decision after the hearing.

(10) The disciplinary code and procedure applies to conduct off the municipality's premises or outside of working hours which may have an effect on the employment relationship or on the operation of the municipality.

PART B

DISCIPLINARY MEASURES

Forms of disciplinary measures

81. The application of discipline may take any of the following forms, depending on the circumstances of the particular case, the frequency and the severity of the misconduct:

- (a) corrective counselling;
- (b) verbal warning;
- (c) written warning;
- (d) final written warning;

- (e) suspension without pay;
- (f) transfer;
- (g) demotion; and
- (h) dismissal.

Corrective counselling

82. If the seriousness of the misconduct warrants corrective counselling, the staff member's supervisor may—

- (a) convene a meeting with the staff member and his or her representative;
- (b) inform the staff member of the misconduct and the rule or standard that the staff member is required to comply with;
- (c) give the staff member or that member's representative an opportunity to respond to the allegation or allegations;
- (d) decide on a course of action to correct the misconduct; and
- (e) place a note of the corrective counselling arising from this process on the staff member's personnel file.

Verbal warning

83. (1) If the seriousness of the misconduct warrants a verbal warning, the staff member's supervisor may, after considering the representations of the staff member, give the staff member a verbal warning.

(2) The staff member may be represented by a fellow staff member or trade union representative in this process.

(3) The verbal warning will be valid for three months.

(4) The purpose of the verbal warning is to—

- (a) inform the staff member of the misconduct and the rule or standard that the staff member is required to comply with; and
- (b) correct the staff member's conduct.

(5) A note recording the nature of the verbal warning and its date of issue must be kept in the staff member's personnel file, even after expiry of the warning, in order to serve as a record of the staff member's disciplinary history, and not in disciplinary proceedings.

Written warning

84. (1) If the seriousness of the misconduct warrants a written warning, the staff member's supervisor may, after considering the representations of the staff member, issue him or her with a written warning.

(2) The staff member may be represented by a fellow staff member or trade union representative in this process.

(3) The written warning must be in accordance with the form attached as Annexure I.

(4) A written warning will remain in effect for six months from the date of issue.

(5) A copy of the written warning must be kept in the staff member's personnel file, even after expiry of the warning, in order to serve as a record of the staff member's disciplinary history, and not in disciplinary proceedings.

(6) The supervisor must give a copy of the written warning to the staff member, who must sign receipt of the written warning.

(7) If the staff member refuses to sign receipt of the written warning, the manager must hand the warning to the staff member in the presence of a witness, and the manager and witness must sign the warning in confirmation that it was given to the staff member.

(8) If during the six-month validity period of the warning, the staff member is subject to disciplinary action, the written warning may be taken into account in deciding an appropriate sanction.

Final written warning

85. (1) If the seriousness of the misconduct warrants a final written warning, the manager may, after considering the staff member's representations, give the staff members final written warning.

(2) The staff member may be represented by a fellow staff member or trade union representative in this process.

(3) The final written warning must be in accordance with the form attached as Annexure H.

(4) A final written warning will remain in effect for 12 months from the date of issue.

(5) A copy of the final written warning must be kept in the staff member's personnel file, even after expiry of the warning, in order to serve as a record of the staff member's disciplinary history, and not in disciplinary proceedings.

(6) The supervisor must give the staff member a copy of the final written warning, who must sign receipt of the final written warning.

(7) If the staff member refuses to sign receipt of the final written warning, the manager must hand the warning to the staff member in the presence of a witness, and the manager and witness must sign the warning in confirmation that it was given to the staff member.

(8) If during the 12 month validity period of the warning the staff member is subject to disciplinary action, the final written warning may be taken into account in deciding an appropriate sanction.

Suspension without pay

86. Suspension without pay is a sanction that may be imposed by the presiding officer of a disciplinary hearing, for a maximum of three months if —

- (a) dismissal is justified, but there are mitigating circumstances warranting a sanction less than dismissal;
- (b) the staff member agrees to this sanction as an alternative to dismissal; and
- (c) together with the suspension, the staff member is issued with a final written warning valid for 12 months.

Transfer or demotion

87. A transfer or a demotion is a sanction that may be imposed by the presiding officer of a disciplinary hearing if—

- (a) dismissal is justified, but there are mitigating circumstances warranting a sanction less than dismissal;
- (b) the staff member agrees to either the transfer or demotion as an alternative to dismissal; and
- (c) in addition to the transfer or demotion, the staff member is issued with a final written warning valid for 12 months.

Dismissal

88. (1) Dismissal must be imposed by the presiding officer of a disciplinary hearing if—

- (a) the misconduct is of such a serious nature that it has resulted in the employment relationship having broken down or its continuation having been rendered intolerable; or
- (b) the misconduct would not ordinarily result in dismissal, but when considered together with the staff member's previous verbal warning, written warning or final written warning, irrespective of whether they are related to the latest misconduct, has resulted in the employment relationship having broken down or its continuation having been rendered intolerable.

(2) Dismissal may be with or without payment in lieu of notice, depending on the seriousness of the misconduct.

PART C

PRECAUTIONARY SUSPENSION

Precautionary suspension

89. (1) As a precautionary measure, the municipality may suspend a staff member on full pay pending the outcome of an investigation or disciplinary hearing if—

- (a) the municipality has a justifiable reason to believe that the staff member has engaged in serious misconduct, which may lead to the staff member's dismissal;
- (b) the municipality has an objectively justifiable reason to deny the staff member access to workplace based upon—
 - (i) the need to protect the integrity of the investigation or disciplinary hearing; or
 - (ii) some other relevant factor that would place the investigation, disciplinary hearing or the interests of the affected parties in jeopardy; and
- (c) the staff member in accordance with subregulation (3) is given an opportunity to state a case before the municipality makes any final decision to suspend the staff member.

(2) Relevant factors may include the safety of staff and other persons, and the possibility of interference with witnesses and electronic or written documents.

(3) Prior to making a final decision as to whether a staff member should be placed on precautionary suspension, the staff member's line manager must, in consultation with the manager responsible for human resources, issue the staff member with a notice of intention to suspend, setting out—

- (a) the municipality's intention to consider precautionary suspension;
- (b) requesting the staff member to provide either oral or written representations as to why he or she should not be placed on precautionary suspension; and
- (c) requiring the staff member's oral or written representations to be provided to the municipality within two days of the staff member having received the notice of intention to suspend.

(4) The staff member may be represented by a fellow employee or trade union representative in this process.

(5) A precautionary suspension is valid for a maximum of three months.

(6) Despite subregulation (4)—

- (a) if a disciplinary hearing has not been convened within the three month period, the municipal manager may extend the suspension on full pay for a further period of one month after again considering the factors set out in subregulations (1) and (2) and after considering the staff member's representations, if any; and
- (b) if a disciplinary hearing has been convened, the chairperson of the disciplinary hearing may extend the suspension on full pay after hearing the representations of the parties in respect of the factors set out in subregulations (1) and (2) and any other relevant issue.

(7) A notice to attend a disciplinary hearing setting out the misconduct allegations must be served upon a staff member who is placed upon precautionary suspension within 60 days of being placed upon precautionary suspension.

(8) A staff member placed on precautionary suspension may refer any dispute about an alleged unfair suspension to the bargaining council established for municipalities or the CCMA or any court of law which has jurisdiction to hear the matter.

PART D**DISCIPLINARY HEARING****Disciplinary hearing to be held promptly**

90. (1) Although it is recognised that investigations into some forms of misconduct may take longer than others, the municipality must, as a general rule, hold the disciplinary hearing as soon as is reasonably practicable after becoming aware of the misconduct.

(2) Any allegation of misconduct must be brought to the attention of the municipal manager. If there is reasonable cause to believe that an act of misconduct has been committed by the staff member, the municipal manager or his/ her delegate shall, within seven days, appoint an independent investigator to investigate the allegation(s) of misconduct.

(3) The investigator appointed in terms of subregulation (2) must, within a period of thirty days, submit a report with recommendations to the municipal manager or his/ her delegate as the case may be.

(4) After having considered the report referred to in subregulation (3), the municipal manager or his/ her delegate may, if sufficient grounds exist, decide to institute disciplinary action against the staff member.

(5) If the municipal manager or his/ her delegate determines that the allegation is frivolous, vexatious, speculative or obviously unfounded, the investigation must be terminated.

(6) The disciplinary hearing must commence within three months of the decision to institute disciplinary action.

Financial misconduct procedures

91. Notwithstanding anything to the contrary herein, disciplinary procedures and investigations involving financial misconduct shall be conducted in terms of the Municipal Regulations of Financial Misconduct Procedures and Criminal Proceedings, 2014, Government Notice No. 425 as published in Government Gazette No. 37682 of 30 May 2014.

Notice to attend disciplinary hearing

92. (1) The municipality must give the staff member at least seven days' notice of the disciplinary hearing. However, where the relevant disciplinary charges are serious and complex, the municipality shall, upon request, consider an extension of the seven day period as aforesaid.

(2) The notice to attend the disciplinary hearing must be in accordance with the form attached as Annexure K.

(3) If the staff member alleged to have committed an act of misconduct refuses to acknowledge receipt of the notice, the staff member must be handed the notice in the presence of a witness, and the person who handed the notice to the staff member and the witness must sign a copy of the notice in confirmation that it was given to the staff member.

(4) Notwithstanding subregulation (3) the municipality may, for the purpose of disciplinary proceedings contemplated in these regulations and for the purpose of giving any notice contemplated herein, give a staff member notice to attend a disciplinary hearing by sending a notice in writing to the address, including the fax number and email address if applicable, as provided by the staff member, which address the staff member elect to use as his or her chosen domicilium *citandi et executandi*.

(5) Any notice given in terms of these regulations will be in writing and be deemed to have been received—

- (a) on the date of delivery if delivered by hand during normal business hours;
- (b) on the seventh day or extended period contemplated in subregulation (1) following posting if posted by either pre-paid registered post or ordinary mail, as the case may be;
- (c) on the date appearing on the transmission report generated by the fax machine if sent by fax; or
- (d) on the date of transmission if sent by electronic mail.

(6) Any written notice received will be adequate written notice.

(7) For purposes of this chapter, a staff member who changes his or her address to another physical address in the Republic of South Africa may do so by giving fourteen day written notice to the municipality.

Disciplinary action against trade union representative, official or office-bearer

93. If the staff member alleged to have committed an act of misconduct is a trade union representative or an office-bearer or official of a trade union, the municipality must notify the trade union and consult with the trade union before the disciplinary hearing commences.

Non-attendance or postponement of disciplinary hearing

94. (1) A disciplinary hearing may be postponed only if there is valid and sufficient reason for the postponement.

(2) If the staff member refuses or fails to attend the disciplinary hearing without good cause, and the presiding officer is satisfied that the staff member was duly notified of the date, time and place of the disciplinary hearing, the hearing may continue in his or her absence.

Record of disciplinary hearing

95. (1) A municipality must appoint a person to keep minutes of the proceedings or arrange for a recording of the hearing.

(2) A staff member charged with an act of misconduct is entitled to a copy of the minutes of the hearing or the recording.

Initiator

96. A municipality must appoint an initiator to present its case at the disciplinary hearing.

Presiding officer

97. (1) A municipality must appoint a presiding officer to chair the disciplinary hearing.

(2) The presiding officer must be objective and may not have been involved in the matter prior to the hearing.

(3) In the event that the presiding officer is also a staff member of a municipality, he or she must be employed at least one level higher than both the staff member who is alleged to have committed misconduct and the initiator.

(4) The presiding officer may not confer, consult or have contact with any of the parties or their representatives on any aspect of the case.

(5) The staff member may, upon good cause shown, apply for the recusal of the presiding officer.

(6) The municipality may, where appropriate, appoint an external independent presiding officer to chair the disciplinary hearing.

(7) The presiding officer's role is to—

(a) chair the disciplinary hearing in a fair, diligent and impartial manner, granting the parties sufficient opportunity to make their representations;

(b) make the staff member alleged to have committed misconduct aware of the allegation or allegations of misconduct and his or her rights;

(c) make written findings based on the evidence presented;

(d) make interim determinations or rulings as may be deemed necessary;

(e) propose compromises and/or settlements in disposal of the whole or a portion of the charges with the consent of the parties.

(f) ratify any written plea agreement entered into by the parties at any stage of the hearing; and

(g) if necessary—

(i) decide upon an appropriate sanction;

(ii) advise the staff member of the sanction;

- (iii) afford the staff member alleged to have committed a misconduct and the initiator sufficient opportunity to present mitigating and aggravating circumstances; and
 - (iv) complete the necessary documentation.
- (8) The determination of the presiding officer may not be altered by the municipal manager or any other governing structure of a municipality and shall be final and binding on the municipality except as otherwise permitted by law.

Representation at disciplinary hearing

- 98.** (1) A staff member is entitled to be represented at a disciplinary hearing by a fellow staff member or a trade union representative.
- (2) In a disciplinary hearing, neither the municipality nor the staff member may be represented by a legal practitioner unless the staff member or the representative of the municipality is a legal practitioner or has a legal qualification.

Legal costs

- 99.** A staff member represented by a legal practitioner must bear the costs of his or her legal practitioner.

Conducting disciplinary hearing

- 100.** (1) The presiding officer must—
- (a) confirm that the staff member alleged to have committed a misconduct understands his or her rights as set out in the Notice to Attend a Disciplinary Hearing, attached as Annexure I;
 - (b) read out the allegation(s) of misconduct and confirm that the staff member understands these allegations;
 - (c) grant the staff member or his or her representative an opportunity to state whether the staff member accepts or rejects all or part of the misconduct allegations; and
 - (d) provide the initiator and the staff member or his or her representative—
 - (i) with sufficient time to motivate their cases, which may include, where appropriate, the calling of witnesses;
 - (ii) access to all relevant documents or items produced as evidence;
 - (iii) an opportunity to question the witnesses; and
 - (iv) the opportunity to summarise their cases at the end of the proceedings.
- (2) During the hearing, the presiding officer may—
- (a) question any of the witnesses in the hearing; and
 - (b) call any witnesses that he or she believes are necessary to resolve a matter in dispute.
- (3) The presiding officer must—

CONTINUES ON PAGE 258 - PART 3



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 3 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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- (a) make his or her findings in writing within five days of the conclusion of the hearing on the merits of the matter and the findings; and
- (b) in his or her report summarise the relevant evidence and the grounds on which the findings were made.
- (4) In evaluating whether the staff member has committed the misconduct the presiding officer must consider—
- (a) whether the staff member contravened a rule or standard regulating conduct in, or of relevance to, the workplace; and
- (b) if the rule or standard was contravened, whether or not—
- (i) the rule was valid or reasonable;
- (ii) the staff member was aware, or could reasonably be expected to have been aware of the rule or standard; and
- (iii) the rule or standard has been consistently applied by the municipality.
- (5) The initiator shall have the duty to begin and shall bear the onus of proving each and every allegation of misconduct as set out in the notice of misconduct on a balance of probabilities.
- (6) If the staff member is found to have committed the misconduct, the initiator and staff member or his or her representative may lead evidence and make submissions in mitigation or aggravation of the sanction, as the case may be.
- (7) In determining the appropriate sanction, the presiding officer must, in order to ensure consistency, have regard to the municipality's approach to discipline in similar matters.
- (8) The presiding officer's decision with regard to the sanction must be made in writing within five days of the conclusion of the hearing.
- (9) If the sanction is a summary dismissal, the staff member's date of dismissal is the date upon which the sanction is delivered to the staff member.

Transitional arrangements

- 101.** Any disciplinary process instituted before the commencement of these Regulations and not yet completed—
- (a) must be finalised in terms of the prescripts and procedures applicable at the time when the process was instituted; or
- (b) may, by agreement in writing between the affected staff member and the municipality be finalised in terms of these Regulations.

PART E

REFERRAL OF DISPUTES AND PRE-DISMISSAL ARBITRATION

Referral of dispute

102. If a staff member is dissatisfied with the result of the disciplinary hearing and/ or appeal hearing or the fairness of the procedure adopted at the hearing or both, the staff member may in terms of the Labour Relations Act refer the dispute to the appropriate forum which has jurisdiction to hear the matter.

Pre-dismissal arbitration

103. (1) Despite the provisions of this chapter, the municipality may, with the consent of the staff member, request the CCMA to conduct an arbitration into allegation(s) of misconduct or poor performance against a staff member as provided for under section 188A of the Labour Relations Act.

(2) The decision of the arbitrator appointed in terms of sub-regulation (1) shall be final and binding and only subject to review by the Labour Court.

(3) The municipality must bear the costs of the arbitrator if it converts a disciplinary hearing into a pre-dismissal arbitration.

(4) Despite the provisions of this chapter, the municipality and the staff member may agree, in writing, to convert a disciplinary hearing into a private pre-dismissal arbitration and to conduct the arbitration in terms of an arbitration agreement as contemplated in the Arbitration Act, 1965 (Act No. 42 of 1965).

Disciplinary action in case of protected disclosures

104. No disciplinary action may be taken against a staff member who has made a protected disclosure in terms of the Protected Disclosures Act, 2000 (Act No. 26 of 2000) if no investigation or disciplinary process was in progress prior to the staff member having made the protected disclosure unless such proposed disciplinary action has been submitted to the relevant MEC for local government for review and approval.

Appeal

105. (1) The staff member has the right to appeal against any disciplinary finding and/ or sanction, which has been given at a disciplinary hearing. The staff member may waive the right to an appeal and proceed to refer a dispute as provided for in the Labour Relations Act.

(2) An appeal must be lodged on the prescribed form within ten (10) days of receipt of written notification of the findings sanction of the disciplinary hearing. However, the presiding officer may condone any late application for an appeal on good cause shown.

(3) The grounds for appeal must be clearly set out in staff member's notice of appeal, provided that failure to raise grounds of appeal shall not preclude the staff member from subsequently raising it before the disciplinary appeal hearing.

(4) The presiding officer of the disciplinary appeal hearing shall fix the time and date of the hearing.

(5) In the case where the sanction imposed was up to a maximum of a final written warning, an appeal will be heard by a management level above that of the presiding officer of the disciplinary hearing. In the case where the sanction imposed as a dismissal or a suspension without pay, an appeal shall be heard by a higher level of management who does not exercise direct management control over the affected staff member.

(6) By agreement between the parties, an appeal may be heard by an arbitrator appointed by the parties to the appeal from the panel of arbitrators existing in the relevant division.

(7) The appeal will be heard on the grounds of an appeal submitted by the staff member and any subsequent amendment thereto, by having regard to the record of the disciplinary hearing proceedings and the submissions and arguments of the parties based thereon.

(8) The appeal should not entail the rehearing of the matter *de novo*.

(9) The disciplinary appeal hearing shall have the power to confirm or set aside any decision, determination or finding and to confirm set aside or reduce any sanction imposed by the disciplinary hearing.

(10) A party shall deliver to the opposing party, and to the presiding officer, a brief statement of case at least two days prior to the date of the disciplinary appeal hearing. No further pleading shall be exchanged unless otherwise agreed.

(11) The statement of case shall concisely set out the facts upon which the party relies, the conclusions of law upon which the party relies and the relief that the party seeks.

(12) The disciplinary appeal hearing should commence within a reasonable time from the date of service of the notice of appeal but shall take place not earlier than five days and not later than ten days from the date that the notice of appeal was lodged.

(13) The disciplinary appeal hearing shall be conducted expeditiously and with the minimum legal formalities and provided that the standards of procedural fairness are complied with.

(14) The presiding officer of the disciplinary appeal hearing shall consider whether the finding and sanction imposed by the disciplinary hearing were fair and correct and shall be entitled to make whatsoever order the presiding officer deems fair and reasonable in the circumstances.

(15) The presiding officer of the disciplinary appeal hearing shall make the determination, in writing, within ten (10) days from the last day of the hearing of the appeal and provide a copy of the determination to the municipal manager or his/ her delegate and the staff member or his/ her representative.

(16) The determination of the presiding officer of the disciplinary appeal hearing may not be altered by the municipal manager or any other governing structure of a municipality and shall be final and binding on the municipality except as otherwise permitted by law.

PART F**TYPES OF DISCIPLINARY OFFENCES****Types of misconduct**

106. (1) The list below is a guideline only and is not intended to be an exhaustive list of possible disciplinary offences.

(2) A staff member will be guilty of misconduct if he or she—

- (a) absents himself or herself from duty without leave;
- (b) without written approval from his or her municipality, performs work for compensation in a private capacity for another person or organisation either during or outside working hours;
- (c) while on duty, conducts himself or herself in an improper, disgraceful and unacceptable manner;
- (d) Demonstrates any rude, abusive, insolent, provocative, intimidating or aggressive behaviour to a fellow staff member;
- (e) participates, either individually or with others, in any form of action, which will have the effect of disrupting the operations of the municipality, other than actions contemplated by the Labour Relations Act;
- (f) wrongfully discloses privileged information;
- (g) while on duty, is under the influence of intoxicating, illegal, unauthorised, habit-forming or stupefying drugs, including alcohol;
- (h) displays disrespect towards others in the workplace or displays abusive or insolent behaviour;
- (i) intimidates or victimises fellow staff members;
- (j) prevents other staff members from belonging to any trade union or body;
- (k) without permission, possesses or wrongfully uses the property of the municipality or that of another staff member or a visitor;
- (l) fails to comply with or contravenes any Act of Parliament, regulation or legal obligation relating to the employment relationship;
- (m) bribes or commits a financial misconduct, fraud or corruption;
- (n) wilfully, intentionally or negligently damages or causes loss of municipal property;
- (o) endangers the lives of himself or herself or others by disregarding safety rules or regulations;
- (p) prejudices the administration, discipline or efficiency of a municipality, office or institution of the municipality;
- (q) misuses his or her position in the municipality to promote or to prejudice the interest of any political party;
- (r) accepts any compensation in cash or otherwise from a member of the public or another staff member for performing his or her duties without written approval from the municipal council;

- (s) fails to carry out a lawful instruction without just or reasonable cause;
- (t) derelicts his or her duties, absents or repeatedly absents himself or herself from work without reason or prior permission;
- (u) commits an act of sexual harassment;
- (v) unfairly discriminates against others on the basis of race, gender, disability, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution;
- (w) performs poorly or inadequately for reasons other than incapacity;
- (x) contravenes the Code of Conduct for Municipal Staff Members contained in Schedule 2 of the Act;
- (y) assaults, or attempts or threatens to assault, another staff member or person while on duty;
- (z) incites other municipal staff to engage in un-procedural and unlawful conduct;
- (aA) operates any money lending scheme for staff members for his or her own benefit during working hours or from the premises of the municipality;
- (bB) carries or keeps a firearm or other dangerous weapon on municipal premises, without the written authorisation of the municipality;
- (cC) refuses to obey security regulations;
- (dD) gives false statements or evidence in the execution of his or her duties;
- (eE) falsifies records or any other documentation;
- (fF) participates in un-procedural, unprotected or unlawful industrial action;
- (gG) fails or refuses to follow a formal programme of counselling contemplated in these regulations; or
- (hH) commits a common law or statutory offence while on municipal premises.

CHAPTER 9

REMUNERATION RELATED MATTERS

Information on remuneration

107. (1) In dealing with remuneration related information, a staff member of a municipality working with such information shall respect the a staff member's right to privacy.

- (3) In the week before a staff member's salary pay day, a municipal manager or his or her delegate shall provide a staff member with the following information in writing—
 - (a) the municipality's name and address;
 - (b) the staff member's name;
 - (c) the staff member's job title and occupational category in terms of the systems of occupational stream and remuneration;
 - (d) the staff member's salary notch;

- (e) any other form of compensation that the municipality pays directly to the staff member on a monthly basis;
- (f) the period for which payment is made;
- (g) the amount and purpose of any deductions; and
- (h) the actual amount paid to the staff member.

CHAPTER 10

GENERAL

Delegations

108. (1) The municipal council may delegate any function allocated to it in terms of these Regulations provided that it complies with section 59 of the Act.

(2) The municipal manager may delegate any function allocated to him or her in terms of these Regulations provided that the delegation—

- (a) complies with the principles set out in section 59 of the Act ;and
- (b) is approved by the municipal council in accordance with the system of delegations contemplated in section 59(1) of the Act.

Transitional arrangements

109. (1) Unless the Minister determines otherwise the job evaluation systems to be used by a municipality in terms of regulation 9(1), the municipal manager must establish a job evaluation system to be implemented in the municipality after taking into account—

- (a) the suitability of the job evaluation system to the category or categories of jobs to be evaluated;
- (b) the costs of the job evaluation system; and
- (c) the previous system used.

(2) The results of the job evaluation system approved by the municipal manager in terms of subregulation 9(4) must be capable of correlation.

(3) These regulations do not affect the validity of a contract of employment concluded before these Regulations are promulgated.

(4) In the event that a staff member has not attained the prescribed competencies as provided for in the Regulations, the municipality must utilise the skills audit processes to identify and address the staff member's competency gaps and development needs.

(5) A staff member who was appointed before these Regulations came into effect and who do not meet the minimum competency requirements of the relevant post as prescribed shall be deemed to be meeting the requirements of the post. Notwithstanding anything in this regulation, a municipality may place a staff member on programme to acquire the competency requirements as prescribed.

(6) The provisions of the contract of employment concluded before these Regulations are promulgated prevail if there is a conflict between a provision of the contract of employment and a provision of these Regulations.

Personnel records

110. (1) A municipal manager must keep records of each staff member in a municipality and update it frequently.

(2) Records contemplated in subregulation 1 must be disposed of in terms of the National Archives of South Africa Act.

Repeal of regulations

111. (1) Chapter 2 of the Local Government: Regulations on Appointment and Conditions of Employment of Senior Managers as published in Government Notice No. 21 of 17 January 2014, and all provisions thereto, made and in force under the Act, are hereby repealed.

(2) Anything done under regulation 34 and 5 of Notice 21 of 17 January 2014, which could be done under a provision of these Regulations, shall be deemed to have been done under that provision.

Short title and commencement

112. These Regulations are called the Local Government: Municipal Staff Regulations and come into effect on the date of publication in the *Gazette*.

ANNEXURE A

LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR OCCUPATIONAL STREAMS

Overview of the competency framework

The competency framework is the enabling framework 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, training and development, 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 at the right level of competence. It informs the job description, 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.

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.

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. This should assist in ensuring that all staff members know and are aware of what it takes to succeed in the municipality.

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.

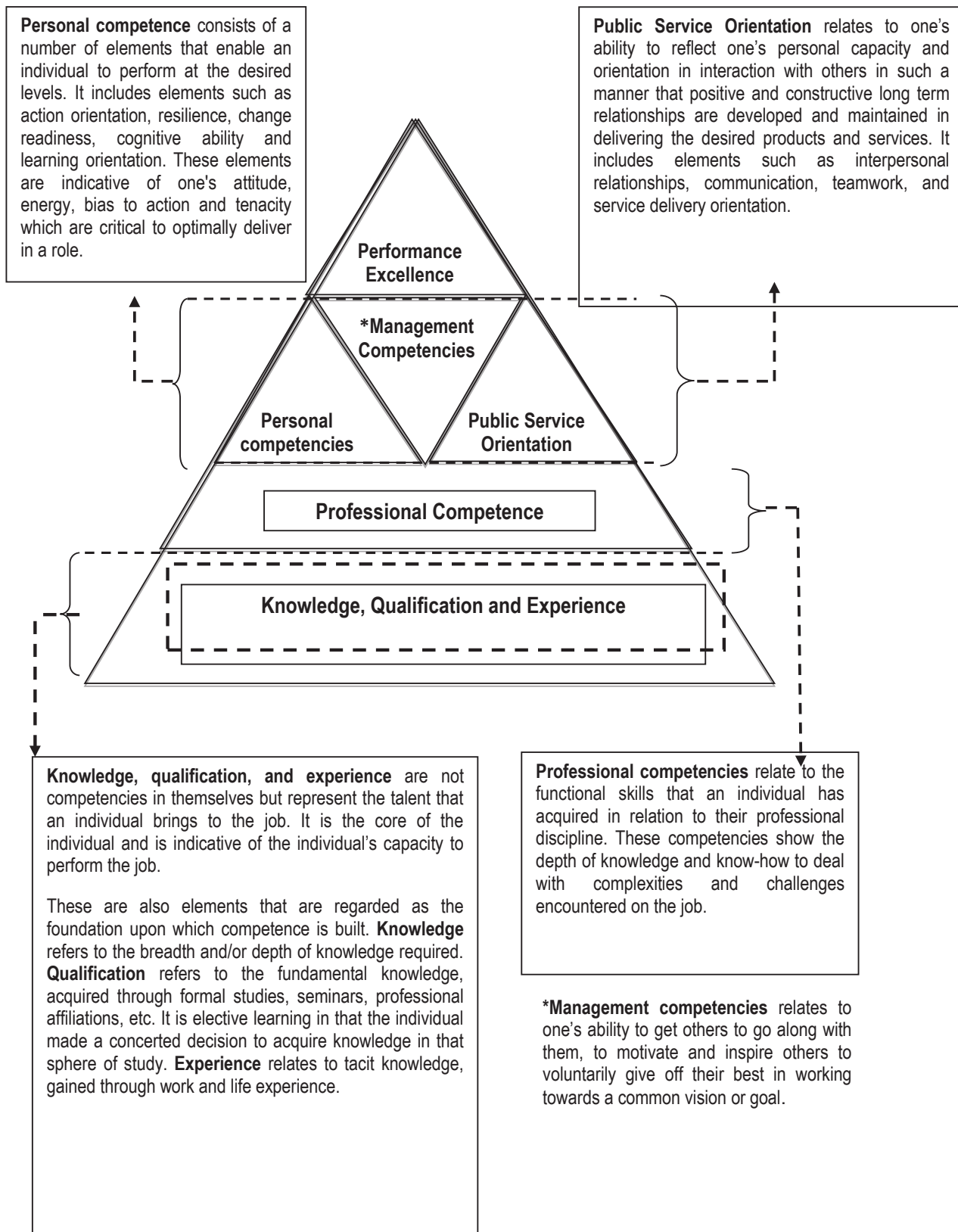
1. Interpretation

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:

- 1.1 Knowledge, experience and qualifications
- 1.2 Professional competence (competence in the functional and technical areas of the job)
- 1.3 Personal competencies
- 1.4 Public Service Orientation
- 1.5 Management

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. These are generally defined as Development and Town Planning, Technical Services, Community Services, Corporate Services, Safety and Security and Financial Services.

Under each of these clusters, there are key functional areas that support the implementation of the service delivery in terms of the local government mandate. These are mapped under each cluster. 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 competency, public service orientation competency, personal competency and management competency.

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 competencies that vary between 2 to 5 levels. The levels of competence in some career streams are limited to only 2 levels as the interpretation of job requirements clearly limits the application of such a KPA or key tasks to only two levels. In instances where the career stream in professional occupations commences at junior professional level 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. Junior 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.

TABLE OF CONTENTS

ITEM	PAGE
1. ADMINISTRATIVE	77
2. ARTISAN	85
3. BUILDING INSPECTOR.....	91
4. COMMITTEE SERVICES.....	101
5. COMMUNICATION	109
6. COMMUNITY FACILITIES	123
7. DISASTER RISK MANAGEMENT	126
8. EMERGENCY SERVICES	133
9. ENGINEERING SPECIFIED CATEGORIES.....	144
10. ENGINEER	153
11. ENGINEERING TECHNICIAN	164
12. ENGINEERING TECHNOLOGIST.....	176
13. ENVIRONMENTAL HEALTH	188
14. FIELD OFFICER.....	193
15. FINANCE	199
16. FORENSIC	207
17. GIS AND GEOSCIENCE.....	217
18. HEALTH: PHARMACY	232
19. HUMAN RESOURCES.....	236
20. INFORMATION TECHNOLOGY.....	251
21. INTEGRATED DEVELOPMENT PLANNING	251

22. INTEGRATED RISK MANAGEMENT	272
23. INTERNAL AUDIT	287
24. LEGAL	298
25. LOCAL ECONOMIC DEVELOPMENT	305
26. MANAGERIAL / LEADERSHIP	318
27. MEDICAL	328
28. METER READER / INVESTIGATOR	335
29. OPERATIONAL WORKER	345
30. PLANNER	353
31. PLANS EXAMINER	375
32. PRINTING	379
33. LIBRARIAN	388
34. PROJECT ADMINISTRATION	398
35. PROJECT / PROGRAMME MANAGEMENT	405
36. PROPERTY/ ASSET MANAGEMENT	418
37. PROPERTY MANAGEMENT	429
38. QUANTITY SURVEYOR	440
39. RECORDS MANAGEMENT	449
40. SAMPLING SERVICES	458
41. SCIENTIST	466
42. SOCIAL DEVELOPMENT - DISTRICTS	476
43. SOCIAL DEVELOPMENT - SPECIAL PROJECTS	485
44. SUPERVISOR/ FOREMAN	495
45. SUPPLY CHAIN MANAGEMENT	505
46. TECHNICIAN - GENERIC	514

47. TOURISM	521
48. TRANSPORT	539
49. UNIFORMED PERSONNEL	546
50. VALUER	558
51. WATER CONSERVATION / WATER POLLUTION CONTROL	566

ANNEXURE A: LOCAL GOVERNMENT: COMPETENCY FRAMEWORK FOR OCCUPATIONAL 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	SAFETY AND SECURITY	FINANCE
FUNCTIONS	<ul style="list-style-type: none"> Local Economic Development Social Development Tourism Marketing and Development Spatial Planning / Planning and Building Development / Urban Design Environmental Resource Management Human Settlements Geomatics and Spatial data management Property Management Events Management Arts and Culture 	<ul style="list-style-type: none"> Transport Roads and Storm-water Water and Sanitation Solid Waste Energy Fleet Management Mechanical Workshops 	<ul style="list-style-type: none"> Health Services Parks Sports and Recreation Libraries Strategic Assets Community Facilities 	<ul style="list-style-type: none"> Human Resources Legal Services Information Systems & Technology Forensics Internal Audit Integrated Risk Management Integrated Development Planning Employment Equity Communication and Marketing Municipal Offices and Facilities Management Knowledge Management Executive Support Services (incl. Committee services, Councillor support) Ombudsman 	<ul style="list-style-type: none"> Traffic Services Law Enforcement Metro Police Disaster Risk Management Fire and Rescue Services Public Emergency Communication Centres Disaster Risk Management Centre 	<ul style="list-style-type: none"> Revenue Treasury Budgets Supply Chain Management Expenditure Valuations
COMPETENCY FRAMEWORKS PER CAREER STREAM	<ul style="list-style-type: none"> Professional Planners, Planning Technicians, Planning Technologists Professional Technologists 	<ul style="list-style-type: none"> Professional Planners, Planning Technicians, Planning Technologists Professional Engineers, Engineering 	<ul style="list-style-type: none"> Health Professionals Environmental Health / Specialised Environmental 	<ul style="list-style-type: none"> Human Resources Legal Professionals Information Systems & Technology Forensics 	<ul style="list-style-type: none"> Traffic officials Law Enforcement Metro Police Fire and Rescue Services 	<ul style="list-style-type: none"> SCM professionals Valuation professionals Finance

	<p>Engineers, Engineering Technologists, Engineering Technicians</p> <ul style="list-style-type: none"> • Tourism • Local Economic Development • Social Development • Quantity Surveying • Human Settlements • Field Officers • Property / Building Inspection • Plans Examination 	<p>Technologists, Engineering Technicians</p> <ul style="list-style-type: none"> • <u>Transport</u> • Traffic analysts • Public transport • Water / Solid Waste / Meter reading • Water Conservation • Water Pollution control • Sampling services • Laboratory Services 	<p>Health (Air Quality / Radiation)</p> <ul style="list-style-type: none"> • Health Services including Health Information and Health programmes • Pharmaceutical Services • Libraries • Community facilities management 	<p>Internal Audit</p> <ul style="list-style-type: none"> • Risk Management • Integrated Development Planning • Communications • Knowledge Management • Committees • Records Management • Language services • Printing services 	<ul style="list-style-type: none"> • Disaster risk management • Disaster management centre operators 	<p>Professionals 1.</p>
<p>GENERIC CROSS CUTTING CAREER STREAMS / COMPETENCY FRAMEWORKS</p>	<ul style="list-style-type: none"> • Operational Stream • Workers • Drivers • Operators • Handyman • Artisan stream • Administrative stream • GIS and Geo Science stream • Supervisory stream • Facility Management • Technical / Technician (generic) • Financial Professionals • Management / Leadership • Project Administrative support • Project / Programme management 					

1. ADMINISTRATIVE

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited)	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	Provides routine clerical support and follows standard procedures. Operates under direct supervision.	Performs complex administrative functions which require specialised knowledge. Operates under limited supervision	Specialised knowledge of admin processes and procedures within a functional area/s. Supervises more junior clerical staff Knowledge of Archive Act	Full range of administrative knowledge in the management of a function Manages administrative and clerical staff Knowledge of Archive Act
EXPERIENCE	Between 0 and 2 years' experience	Between 2 and 5 years' relevant experience	Between 5 and 8 years' relevant experience	Minimum 8 years or more relevant experience of which 2 years must be at Supervisory level
QUALIFICATION	Grade 12	Grade 12 Computer Literacy	Grade 12 with supervisory experience Personal assistant, senior / executive secretary requires Grade	Three year National Diploma or B degree relevant to this occupational stream

		12 plus relevant secretarial certificate			
COMPETENCIES					
COMPETENCY LEVELS		1	2	3	4
Functional / Professional					
1. Written Communication The ability to communicate in writing as appropriate to specific audiences	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to follow complex instructions as contained in written communication • Able to respond in writing to complex types of communication 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Prepares considered, high quality written communications which may include - letters, memoranda, e-mails, reports and other correspondence, both internal and external to the organisations 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Prepares considered, high quality reports for decision-making within the organisation • 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	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues • Confirms / clarifies understanding of instructions, thereby avoiding mistakes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Makes self-understood to others, pointing out specific issues or considerations to be taken into account 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Interprets complex language / communication • Able to communicate complex ideas to others in an understandable way 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • 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	<ul style="list-style-type: none"> • Follows laid-down procedures diligently • Identifies elements in a process that may create bottlenecks and blockages • Brings supervisor's attention to bottlenecks and blockages 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Modifies and arranges elements in a process to improve it on an ongoing basis • Makes recommendations on improvements to a process or system 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Understands entire process with a view to ongoing improvement • Designs processes to address specific issues with input and approval from supervisor / colleagues 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness • Ensures that changes are implemented and properly communicated 	

<p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options</p>	<ul style="list-style-type: none"> • Interacts with various clients / stakeholders on a daily basis • Answers basic questions politely and helpfully 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Gives options for client / stakeholders actions from a range of actions available • Follows through on option selected by client / stakeholder within confines of laid down procedure 	<ul style="list-style-type: none"> • 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 • Follows through on final decision 	<ul style="list-style-type: none"> • 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 • Executes option and accepts consequences and accountability
<p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • 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 • Aware of resources available to resolve ethical issues 	<ul style="list-style-type: none"> • 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 • Recommends appropriate course of action to supervisor 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • 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 • In making a recommendation is able to Demonstrate how that recommendation will achieve desired objectives 	<ul style="list-style-type: none"> • 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 • 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.</p>	<ul style="list-style-type: none"> • 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 • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • 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 • Knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Contributes to shaping the departmental specific goals and priorities • Well-developed knowledge of relevant municipal legislation • Contributes toward addressing the departmental service delivery challenges 	<ul style="list-style-type: none"> • 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 • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services
<p>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.</p>	<ul style="list-style-type: none"> • Identifies simple problems within a set process • Alerts supervisor of problems within a set process • Solves problems of a basic nature 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies problems in processes • Refers problems to supervisor for resolution but offers alternatives or recommendations 	<ul style="list-style-type: none"> • 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 • Follows up on resolutions 	<ul style="list-style-type: none"> • 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 • Ensures implementation and buy-in to the solution

<p>8. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Plans tasks on a daily basis according to assessment of schedule of activities Executes tasks in order of priority and urgency 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Plans tasks weekly Prioritises tasks on a daily basis according to an assessment of schedule of activities Executes or delegates tasks to appropriate individuals 	<ul style="list-style-type: none"> 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 Holds fora to discuss planning for the longer term (1 to 5 years) and consolidates input
<p>9. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p>	<ul style="list-style-type: none"> Ability to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone Demonstrates basic computer literacy Basic knowledge of MS Office 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Ability to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Intermediary knowledge of MS Office 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Able to use advanced features of MS Office packages Able to process data utilising various computer software packages 	<ul style="list-style-type: none"> 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 office
<p>10. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.</p>	<ul style="list-style-type: none"> Enters data into specific applications, computerised or manual according to set procedures Checks data as it is entered for obvious errors 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to conduct basic analysis of data by printing out standardised reports 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus ; Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint) 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Able to analyse complex data through the creation of spreadsheets and databases Able to summarise conclusions to analysis in order to make meaningful decisions
<p>11. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission 	<ul style="list-style-type: none"> Demonstrates competencies from level 1, plus ; Conducts quality check of work of subordinates for errors and omissions before submission 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Maintains a project checklist covering all detail which might be omitted Ensure that all information is 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Monitors projects and programmes Checks against standards and regulations and signs off on

		<ul style="list-style-type: none"> Ensures all details of a task are accomplished Checks against standards and regulations 	<p>available in the preparation of documentation</p>	<ul style="list-style-type: none"> documents Accurately reviews documents and edits documents created by others
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 Encourages and considers inputs of others 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<ul style="list-style-type: none"> 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 Awareness of how people and municipality interface and function
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> 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 Uses language and style to

<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints 	<p>capture the attention of the audience</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Monitors client satisfaction 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • 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.
Management				
<ul style="list-style-type: none"> • Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively 	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers 	<ul style="list-style-type: none"> • 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 subordinates	Uses influence to achieve objectives
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> 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 Organises resources and inspires others towards focussed performance
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Shares knowledge and information with peers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates Able to identify own development needs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

			<ul style="list-style-type: none"> • Able to identify appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<ul style="list-style-type: none"> • Constantly on the lookout for training opportunities for subordinates
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2. ARTISAN

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Artisan Aide Artisan Assistant Apprentice Maintenance Assistant	Artisan Engineering Electrician Instrument Mechanician Fitter and Turner Artisan Construction Special Workman	Artisan Supervisor Senior Artisan Specialist Engineering Artisan	Engineering Foreman Engineering Superintendent Artisan Foreman Mechanical Workshop Foreman Maintenance Supervisor/Manager
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 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	Between 1 and 2 years' experience required Special Workman – Between 2 and 3 years' experience required	Between 3 and 5 years post apprenticeship experience required	Between 3 and 5 years post apprenticeship experience required
QUALIFICATION	Studying toward a trade certificate	Trade certificate Special Workman – Proficiency certificate, Grade 11 or equivalent	Trade certificate	Trade certificate

		N2 level certificate			
COMPETENCIES					
COMPETENCY LEVELS		1	2	3	4
Functional / Professional					
<p>1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.</p>	<ul style="list-style-type: none"> • Remains focused on task at hand. • Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion. • Completes tasks on time 	<ul style="list-style-type: none"> • 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 • Able to prioritize resources to meet competing deadlines 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. • Ensures that high-priority work is accomplished within required timelines 	
<p>2. Work Place Safety The ability to identify and correct conditions that affect employee safety.</p>	<ul style="list-style-type: none"> • 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. • Is aware of the hazards of working with dangerous materials. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	

		<ul style="list-style-type: none"> • Takes corrective action— Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. 	<ul style="list-style-type: none"> • 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 • Puts preventative measures in place to ensure that problems do not recur in the future 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Probes deeply and considers consequences and risks attached to actions and the impact of solutions • Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur.
<p>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.</p>	<ul style="list-style-type: none"> • 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. • Knows when to refer problem to supervisor for resolution. 	<ul style="list-style-type: none"> • 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. • Can identify problems that are not routine and will refer to supervisor for resolution 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>4. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan</p>	<ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule and executes as per priority list. • Modifies plans in line with instructions from supervisors. 	<ul style="list-style-type: none"> • 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 • Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<ul style="list-style-type: none"> • Quality Orientation Ensures high quality output, accurately checks processes and 	<ul style="list-style-type: none"> • Accurately and carefully follows established procedures for completing 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Checks work of for errors 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>tasks and shows attention to detail</p>	<ul style="list-style-type: none"> work tasks Ensures that all details of a task are completed Checks work for errors Reviews all parts of a job to ensure quality 	<ul style="list-style-type: none"> Checks against set standards and regulations Maintains a project checklist covering all detail that may be overlooked Initiates action to correct quality problems 		
<ul style="list-style-type: none"> Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role 	<ul style="list-style-type: none"> Undertakes routine tasks Has developed a level of skill and experience in a technical area of work Is aware of factors that may negatively impact the completion of a job 	<ul style="list-style-type: none"> 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 Ability to read schematic drawings and basic designs 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. 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. Applies previous learnings to new/different situations Accomplishes tasks within a 	<ul style="list-style-type: none"> 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 Ensures knowledge transfer and training and mentoring of more junior staff 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3

	<ul style="list-style-type: none"> specific trade without asking for guidance or instruction Has knowledge of updating equipment register and exercises stock control of material issued 			
Public Service Orientation				
<p>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</p>	<ul style="list-style-type: none"> Shows a commitment to excellence and quality Meets deadlines Is friendly and responsive to community members when dealing with service delivery issues 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Engages effectively with the general public and clients Corrects service delivery problems promptly without being defensive 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands and articulates client needs Manages client and business expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Establishes a collaborative relationship with client and line departments Has in-depth knowledge on service delivery matters as it relates to their work area
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Gets on with others Communicates effectively Co-operates with others Appears optimistic and positive 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to establish rapport and relates easily to others Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Awareness of how people and organisations function
<p>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.</p>	<ul style="list-style-type: none"> Able to understand basic verbal instructions from supervisor sand colleagues Checks own understanding of tasks and expectations to avoid making mistakes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Can translate technical information into terms that are understood by subordinates and customers 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Communicates effectively both verbal and written Is able to compile routine reports and keeps relevant 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to read situations and interest positions and to respond appropriately Communicates complex and

	<ul style="list-style-type: none"> Understands basic technical jargon 	<ul style="list-style-type: none"> Responds to questions with accurate and complete answers 	<p>record for the unit. Uses appropriate style and format to communicate to internal and external clients</p>	<ul style="list-style-type: none"> technical information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively
Management				
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> 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 Organises resources and inspires others towards focussed performance
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Deserving of respect from peers and supervisors 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Makes positive impact and comes across as confident and competent Motivates subordinates to accomplish tasks and missions Has credibility with staff 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Tactfully confronts and corrects others when necessary Fosters team work and collaboration 	<ul style="list-style-type: none"> 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 Uses influence to achieve objectives and sell ideas
<p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of</p>	<ul style="list-style-type: none"> Appears willing to learn new ways of doing things 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands subordinates 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Encourages 'on-the-job' 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Has specialised subject matter

subordinates and to encourage their development with the view of optimising their talent and potential.	<ul style="list-style-type: none"> Provides guidance and support where necessary Understands own development needs Shares knowledge and information with peers and subordinates 	<ul style="list-style-type: none"> Anticipates mistakes and freely offers assistance without being overbearing Monitors progress and gives individuals specific feedback on their performance 	<ul style="list-style-type: none"> Shows an ability to understand underlying causes for non or poor performance and to provide the appropriate support
<p>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.</p>	<ul style="list-style-type: none"> Co-operates and works well with others Shows consideration towards others Seen to be reliable and dependable 	<ul style="list-style-type: none"> 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 Recognises and respects the value of diverse views 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion within functional areas Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members

4. BUILDING INSPECTOR

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (these are a guide and therefore not limited to)	Assistant Building Inspector	Building Inspector	Senior Building Inspector	Principal Building Inspector
KNOWLEDGE	Acquiring knowledge of operational execution of duties relating to Building Development Management	To have 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	To have 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	To have 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

92

	technical natures of Tracking Systems.	technical natures of Tracking Systems.	technical natures of Tracking Systems.	technical natures of Tracking Systems.
	Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.	Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.	Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.	Knowledge of laws, regulations and policies relating to Land Use Management and the Building Control function.
EXPERIENCE	Between 0 and 2 year's appropriate experience.	Between 3 and 5 years building industry experience.	Between 5 and 8 years building industry experience.	More than 8 years building industry experience of which 3 years must be in a supervisory capacity.
QUALIFICATION	A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB	A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB Registered Peace Officer (Law Enforcement Officer)	A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB Registered Peace Officer (Law Enforcement Officer)	A relevant National Technical Certificate (NTC) qualification. Computer literacy: MS Office Driver's License: Code EB Registered Peace Officer (Law Enforcement Officer)
COMPETENCIES				
COMPETENCY LEVELS				
	1	2	3	4
	Functional / Professional			
1. Building development Ability to pre-empt or respond to safety and security problems in the development of a building / buildings.	<ul style="list-style-type: none"> Assists with the undertaking the inspection of building work as required by the National Building Regulations in an efficient and effective manner and within the prescribed timeframes. Assists with the reporting of contraventions in terms of the National Building Regulations 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Able to develop strategies and procedures for dealing with community support services 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3

	<ul style="list-style-type: none"> and Building Standards Act Assists with the Preparing site inspection reports in respect of unauthorized building work for legal notices. Assists with ensuring that notices are prepared and served in the right manner. Assists with updating the Tracker System. Carrying out any building development related function assigned by his immediate supervisor. 	<ul style="list-style-type: none"> Exercises judgement in stressful conditions Ensures safety of others whilst using force 	<ul style="list-style-type: none"> Maintains confidence and self-control under duress 	
<p>2. Building Inspectorate Customer Centric Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.</p>	<ul style="list-style-type: none"> Assists with the providing a service to internal/external customers by: Advising 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. Effectively dealing 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>Assists with site inspections:</p>	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 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 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Focuses policing plans, objective 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 organisations when working with them Makes sure the organisation relates to people of all ages, 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3

<p>3. Legal Administration Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> Assists with site inspections in terms of the National Building Regulations and Building Standards Act, No 103 of 1977 of all buildings under construction. Assists with coordinating site inspections with other departments (i.e. Fire, Health, sewerage, etc. contraventions, completions and Occupancy Certificates for buildings). Assists with site inspections relating to Hoarding and demolition permit applications. Undertakes inspections at the request of the Senior Professional BDM or the section Head BDM. 	<p>services</p> <ul style="list-style-type: none"> Encourages officers and staff to learn about the issues affecting their local area Finds ways of helping people to understand the different points of view within the community Makes sure people understand that the service is part of the community, rather than controlling it Encourages and finds ways for different groups to give their opinions Encourages and helps members of the community to get involved in the organisation Promotes the interests of the Municipality to the outsiders 	<p>backgrounds and views</p> <ul style="list-style-type: none"> Sets up structures and processes that encourage effective working relationships with the media Explains why and how money is being spent in the organisation to stakeholders and the public Shows a belief that the organisation is responsible to the local community Keeps local communities informed of progress in meeting their needs and dealing with their concerns Balances social and political needs with financial restrictions Monitors service delivery to make sure customers' needs are met 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3
	<ul style="list-style-type: none"> Assists with the processing of legal correspondence. Assists with the updating the relevant Tracker System. Assists with preparing reports and dockets for submission to Council or the Magistrate's Court as and when instructed by immediate functional supervisor. 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Assists 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 and 2. Uses an analytical approach to solve problems Challenges underlying assumptions to make sure information is accurate Gathers information and ideas 	

<p>4. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<ul style="list-style-type: none"> • Sells the benefits of a decision or situation to others • Backs up arguments with facts • Uses logic and reason to persuade and influence others • Presents convincing/persuasive arguments 	<ul style="list-style-type: none"> • 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 • Considers the views and motives of everyone involved when drawing conclusions 	<ul style="list-style-type: none"> • 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 • Produces imaginative responses to complex problems • Makes balanced decisions that rare in proportion to the problem being faced • Exercises good judgement, making fair decisions • Tests widely for possible reactions to controversial decisions 	
		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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,

<p>5. Resilience Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.</p>	<ul style="list-style-type: none"> 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 Says 'no' when necessary 	<ul style="list-style-type: none"> Understands the negotiating position of others and considers them Makes sure that everyone involved is satisfied with agreements that have been reached 	<p>of complicated issues to sell the viewpoint to others</p> <ul style="list-style-type: none"> Tailors arguments to include the points that will have the most influence on the others involved 	<p>gaining their support to achieve organisational objectives</p> <ul style="list-style-type: none"> Identifies the real power base in other organisations as a starting point for negotiation Understands outside partners' preferred approaches to agreeing solutions
<p>6. 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</p>	<ul style="list-style-type: none"> 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 Deals with difficult emotional issues and then moves on 	<ul style="list-style-type: none"> 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 Resists pressure to make quick decisions where full consideration is needed 	<ul style="list-style-type: none"> 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 Stands firmly by a position when it is right to do so 	<ul style="list-style-type: none"> 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
<p>6. 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</p>	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Deals with issues directly Clearly communicates needs and instructions Clearly communicates decisions and the reasons 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3

<p>common understanding.</p>	<ul style="list-style-type: none"> • 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 • Asks questions to clarify issues 	<p>behind them</p> <ul style="list-style-type: none"> • 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 • Able to provide accurate, clear testimony in a court of law 	<ul style="list-style-type: none"> • 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 • Takes every opportunity to reinforce important messages 	
<p>7. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • 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 • Able to identify risks involved in alternative courses of action 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Identifies and evaluates risks involved in alternative courses of action • Recommends appropriate course of action to supervising practitioners 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> relevant facts, issues and risks Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives 	
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 Encourages and considers inputs of others 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<ul style="list-style-type: none"> 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 Awareness of how people and organisations function
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> 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 Uses language and style to

<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints 	<p>capture the attention of the audience</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and collaborates easily with others 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> • 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 • Draws on diverse backgrounds, skills and knowledge of team members
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction • Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> • 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

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares knowledge and information with peers and subordinates • Able to identify own development needs 	<ul style="list-style-type: none"> • 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 • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<p>purpose and focuses on successful completion of objectives</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focussed performance • 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 • Constantly on the lookout for training opportunities for subordinates
<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers and subordinates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others • Effectively influences senior management and executive • Establishes support and projects authority and credibility • Uses influence to achieve objectives

4. COMMITTEE SERVICES

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guide and therefore not limited)	Dispatcher	Committee Clerk	Admin Officer: Committees	GM: Committee Services Manager: Council Support
KNOWLEDGE	Tasks associated with the collection, batching and distribution of mail and other related correspondence Provide general office support Delivery of documentation and agendas originating within the division to relevant divisions	Secretarial support to Council meetings through the application of laid down meeting procedures and recording proceedings at meetings Preparation of minutes and agendas General admin functions Translation and interpreting services associated with the processing and updating of information connected with Council sittings Render a proof reading service and compiling of database with regard to language services	Performs tasks/activities associated with coordinating the logistical requirements for Council and Committee meetings Provision of secretarial support through the application of laid down meeting procedures Related administrative tasks Monitoring and Supervision	Provision of secretarial support to Council, Mayoral committee and Management. Promote interface between Political sphere and Management
EXPERIENCE	Between 6 and 12 months' relevant experience required	Between 1 and 2 years' relevant experience required.	Between 3 and 5 years' relevant administrative experience required.	More than 5 years' managerial experience
QUALIFICATION	ABET level 3/4 Code EB drivers licence	Grade 12 Computer literacy	Administration or Secretarial Diploma or equivalent Computer literacy	Appropriate 3 year B. Degree

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
	Functional / Professional			
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve organisational goals.	<ul style="list-style-type: none"> • Good relations with co-workers as the job requires contact with all levels of personnel of different divisions 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Communicates effectively and acknowledges contributions of others • Accurately captures information in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> • 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. • Provides insight, assistance to subordinates in promoting a culturally and racially integrated workplace 	<ul style="list-style-type: none"> • 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. • 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.	<ul style="list-style-type: none"> • Effectively allocates own time to complete work • Able to use resources optimally • Able to prioritize tasks • Remains focused on task at hand • Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion 	<ul style="list-style-type: none"> • 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 • Contribute towards setting up of language and orthography standards 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Manage the use of Council resources in order to deliver an effective and efficient service

<p>3. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> Basic reading and writing skills for sorting and delivering communication to correct departments/councillors 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Perusing documentation relevant to the text, especially Minutes of Proceedings, By Laws and Explanatory Memoranda for correct references Transcribing by taking into consideration the balance between speed and accuracy Adhering to technical layout requirements of reports Using latitude when to deviate from the Member's actual words Deciding under which item on the index to record proceedings and speech subjects, or creating such if it does not exist Contribute towards setting up of language and orthography standards Using of work processing applications to prepare minutes and notifications of meetings Update committee files and records inserting attendance registers, notifications, correspondence and minutes in accordance with established 	<ul style="list-style-type: none"> Allocate secretarial resources in accordance with the status complexity of meetings and submitting completed schedules for approval and execution 	<ul style="list-style-type: none"> 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 Compilation and distribution of Execution Letter in order to make follow up on implementation of resolutions agreed upon 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Editing and proof reading of all agendas and minutes Drafting internal memos Prepares considered high quality written communication
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<p>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.</p>	<ul style="list-style-type: none"> Batching mail and correspondence according to location to support ease in the delivery sequence Time schedule to ensure that agendas and relevant documents are delivered timeously for upcoming meetings 	<p>referencing sequences</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and allocates resources Responsible for the deployment and control of the necessary equipment to undertake the work Measures progress and monitors performance and results Ensure that catering and stationary needs are planned ahead for set meetings Circulate agendas, notifications and minutes to members Adhere to technical layout requirements of reports Request notes/documentation from Council Members when necessary 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Determines tasks and resources—Determines project/assignment requirements by breaking them down into tasks; identifying equipment, materials, and people needed; and coordinating with internal and external partners 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 Allocate secretarial resources in accordance with the status and complexity of meetings and submit completed schedules for approval and execution. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage and monitor routing of submissions Manage and use of Council resources in order to deliver an effective and efficient service 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>5. Computer Literacy</p>	<ul style="list-style-type: none"> Basic reading and writing only 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Extensive knowledge of Microsoft Word as well as Excel Above average typing speed 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Above average proficiency on MS Office 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>The ability to focus on service delivery and the interests of the clients and stakeholders.</p>	<ul style="list-style-type: none"> Keeps commitments and promises in undertaking tasks and meeting deadlines. Corrects service delivery problems promptly without being defensive. 	<p>from level 1.</p> <ul style="list-style-type: none"> Researches needs of clients. Consults clients and stakeholders on ways to improve the delivery of services. Acts professionally in interaction with clients and stakeholders. 	<p>from level 1 and 2.</p> <ul style="list-style-type: none"> 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. Creates a climate of service delivery excellence for unit. 	<p>from levels 1 to 3.</p> <ul style="list-style-type: none"> 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. Consults and utilises international best practices on service delivery innovation.
<p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Is able to establish rapport and gets on with others. Communicates effectively. 	<p>from level 1.</p> <ul style="list-style-type: none"> Relates to people at all levels of the organisation. Acknowledges contributions of others. Shows confidence in engagement with internal and external stakeholders. 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. Convinces others of ideas without suppressing their views. 	<p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> 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). Demonstrates the patience to hear people out and

	<ul style="list-style-type: none"> Understands the range of clients to be served. Takes personal responsibility for providing excellent service quality. Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> 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. Takes specific and sustained action to implement the client service vision. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates personal commitment to the client service vision through own actions and attitudes. Maintains clear communication with clients regarding mutual expectations. 	<p>accurately restate their opinions, even when not in agreement.</p> <ul style="list-style-type: none"> 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. Ensures response times are quick.
Management				
<p>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 exceeding client needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides guidance to others and focuses on successful completion of objectives. Motivates self and others to produce quality work within deadline. 	<ul style="list-style-type: none"> 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. Inspires staff with own behaviour – 'walks the talk'. 	<ul style="list-style-type: none"> 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. Maintains a clear focus on the long-term goals and
<p>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.</p>				

<p>2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional. Is respected by peers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates colleagues to accomplish tasks and missions. Influences others effectively using a number of techniques. Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> 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. Motivates service providers to accomplish tasks. 	<p>produces more than one way of getting there.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 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 organisation. Shows strength of character maintaining performance under duress and pressure. Uses an in-depth understanding of the interactions within a group to move towards a specific agenda.
<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others. Is able to function effectively as a team member. Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Works effectively with people from other departments. Participates actively as a member of a team to move the team towards the attainment of goals. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. • Understands own limitations. • Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> • 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. • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Builds team spirit and cohesion within the unit. • Creates strong morale/team spirit. <ul style="list-style-type: none"> • 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. • Sets challenging tasks that stretches individuals' abilities and self-confidence. 	<p>promote team morale and productivity.</p> <ul style="list-style-type: none"> • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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. • Provides individuals with guidance on how to handle new or difficult situations.
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5. COMMUNICATION

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	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	Department Head Communication Director
KNOWLEDGE	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. 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. The management of staff/service providers and relevant business activities.	Offering and guiding on strategic direction to a multi-faceted communication function and provides communication support to the organisational as a whole.
EXPERIENCE	Up to 1 year relevant experience	Between 3 and 5 years relevant experience required	Between 3 to 5 years' relevant experience at a senior practitioner level is required	Between 5 to 8 years relevant experience at a senior practitioner level is required.	More than 8 years relevant experience in a communication environment. Experience at managerial level Should have experience in more than one specialist discipline

QUALIFICATION	COMPETENCIES				
	1	2	3	4	5
Relevant post matric ICT certificate / diploma in the relevant profession	3 year relevant professional qualification	3 year degree in a relevant professional qualification	3 year degree in a relevant professional qualification	3 year degree in a relevant professional qualification	3 year degree in a relevant professional qualification
Functional / Professional					
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication skills. Attends to communication messages of the organization – correctly interprets and responds promptly and appropriately. Ability 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 Able to communicate at multiple levels depending on the target audience 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Designs and implements business plan for the function responsible for. Develops communication strategies Campaign management Management of day to day work activities within 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 that all information is correct and complete Management of unplanned and urgent 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus: Build and maintain relations with the media. Is pro-active in dealing with all 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. Ensures all communication is coordinated and integrated. Deliver an integrated communications strategy and plan. High level stakeholder

<p>2. 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</p>	<ul style="list-style-type: none"> 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 Familiar with the relevant legislative framework governing the municipality/ organization 	<ul style="list-style-type: none"> Demonstrates competencies from level 1, plus: 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 	<p>and ideas from others.</p> <ul style="list-style-type: none"> Demonstrates an in-depth understanding of the issues to be communicated. 	<p>communication.</p> <ul style="list-style-type: none"> Proactively deals with issues before they become a crisis High level stakeholder management and liaison Would liaise closely with other function heads to ensure completeness of messaging. 	<p>management and liaison.</p> <ul style="list-style-type: none"> Strategic management of unplanned and urgent communication. Provides advice and makes recommendation on communications to the political principals and accounting officers. Manage the coordination and implementation of the communication response to unplanned and urgent communications. Participates actively in all strategic meetings of the organization.
			<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Aligns strategies to the mandate of the organization. Understands and internalizes the municipality's priorities and goals Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Aligns strategies to the mandate of the organization. Understands and internalizes the municipality's priorities and goals Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus: Ensure that organizational and local government processes are adhered to. Ensures that all communication supports equitable service delivery taking into account how service issues, programme policies and decisions impact public interests / concerns. Ensures that communication supports the role and mandate of the organization/

<p>3. 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.</p>	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines when solving problems. Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems. 	<ul style="list-style-type: none"> 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. Considers various alternatives and does not settle for the first solution. 	<ul style="list-style-type: none"> 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. Ability to balance detail orientation with 'big picture' thinking. Deals effectively with unpredictability and can 'think on his/her feet' Comfortable with a degree of ambiguity 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. 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. Ability to balance detail orientation with 'big picture' thinking. Deals effectively with unpredictability and can 'think on his/her feet. Comfortable with a degree of ambiguity May have to make judgment calls and decisions that could have significant corporate impact. 	<p>municipality;</p> <ul style="list-style-type: none"> In-depth knowledge of municipality's policies and procedures. Understands priorities, goals and issues of local government. <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus 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 May have to make judgment calls and decisions that could have significant corporate impact
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<p>4. 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.</p>	<ul style="list-style-type: none"> 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. Ensures work is accurate and complete 	<ul style="list-style-type: none"> 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. Complies with budgetary requirements. 	<ul style="list-style-type: none"> 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. Develops contingency plans for potential problems 	<ul style="list-style-type: none"> 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. Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus: Oversees 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. Manages multiple budgets working with a range of large to small service providers. Ensures that the different branches/ functions in the department have their work prioritized and aligned to ensure optimal delivery on multiple tasks.
<p>5. Financial Management Displays an awareness of budgetary constraints</p>	<ul style="list-style-type: none"> Aware of the MFMA and what it seeks to achieve. Ensures proper records of financial affairs and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the MFMA and what it seeks to achieve. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Will ensure that the 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3plus Will ensure that the 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Assigns department

<p>and operates prudently within financial limits</p>	<p>transactions.</p> <ul style="list-style-type: none"> Follows billing and payment practices as set out by the municipality. 	<ul style="list-style-type: none"> Works with the funding allocated on a specific project/initiative to ensure optimal spend within the rules and restrictions of the financial system. Reports irregular / problematic expenditure to management. 	<p>function's tools are most appropriately used to convey messages – including collaborating with other disciplines in the Municipality /department to ensure optimal conveyance of message.</p> <ul style="list-style-type: none"> Understands and weighs up financial implications of propositions (e.g. advertising campaigns). Adheres to Supply Chain management processes when procuring external services Develops corrective measures/actions to ensure alignment of budget to financial resources. 	<p>function's tools are most appropriately used to convey messages – including collaborating with other disciplines in the Municipality /department to ensure optimal conveyance of message.</p> <ul style="list-style-type: none"> Understands and weighs up financial implications of propositions (e.g. advertising campaigns). Adheres to Supply Chain management processes when procuring external services Develops corrective measures/actions to ensure alignment of budget to financial resources 	<p>budget to branches and functions, as well as to multi-disciplinary initiatives.</p> <ul style="list-style-type: none"> Aligns expenditure to budgets and cash flow projections. Ensures that billing and payment practices as set out by the municipality are adhered to. Monitors both departmental and corporate expenditure on communication work. Develops systems/policies to optimize expenditure.
<p>6. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and</p>	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy. Able to conduct basic data analysis 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to analyse more complex data through the creation of spreadsheets and databases. Able to summarize 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Establishes what needs to be monitored. Develops monitoring systems that are easy to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4, plus Establishes what needs to be monitored. Develops monitoring 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Determines what needs to be monitored and measured at a corporate level.

<p>report on them</p>		<p>conclusions.</p>	<ul style="list-style-type: none"> 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. Ability to interrogate information, analyse and draw conclusions to identify trends and make recommendations. Ability to determine the tone of functional communication with a view of coming up with the necessary communication interventions. 	<ul style="list-style-type: none"> 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. Ability to interrogate information, analyse and draw conclusions to identify trends and make recommendations Ability to determine the tone of functional communication with a view of coming up with the necessary communication interventions. 	<ul style="list-style-type: none"> Ensures the development of appropriate systems and processes. Monitors communication deliverables and reports on progress and impact. Oversees the assessment of annual communication strategic plans and makes adjustments where necessary. Presents analysis reports in a manner which is easily understood by the audience using tools that present information succinctly Ensures the implementation of necessary interventions using analysis reports.
<p>7. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver</p>	<ul style="list-style-type: none"> Demonstrates basic computer literacy Demonstrates good operational knowledge of specialist systems/ 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates more advanced computer literacy. Demonstrates an ability to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus Demonstrates creativity when using various 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3plus Demonstrates creativity when using 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Aware of best practice and tools in the

superior results	packages pertinent to position.	use the specialist t systems/ packages pertinent to position at a more advanced level.	aspects of technology in the branch/function. <ul style="list-style-type: none"> Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results. Demonstrates technical expertise in the use of technological equipment in the area. 	various aspects of technology in the branch/function. <ul style="list-style-type: none"> Is aware of latest developments and where necessary will put forward proposals to acquire technology that will assist in achieving results. Demonstrates technical expertise in the use of technological equipment in the area. 	Communication field. <ul style="list-style-type: none"> Keeps up to date with current developments and trends. Works with equipment in the department to ensure optimal utilization thereof. Encourages continual update and development of new skills with regard to technology usage.
Public Service Orientation					
1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines Demonstrates strong commitment to addressing communication queries/ providing information. 	<ul style="list-style-type: none"> 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. Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus 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. Identifies and analyses opportunities where 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2, plus 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus 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 communication. Ensures that all events

<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1, plus: • Relates to people at all levels of the organization. • Acknowledges contributions of others. • Accurately captures others expectations, ideas and concerns. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2, plus • Convinces others of ideas without suppressing their views. • Acknowledges merits in others arguments and incorporates proposals 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 plus • Convinces others of ideas without suppressing their views. • Acknowledges merits in others arguments 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and/or 4 plus • Negotiates skilfully in tough situations with both internal and external stakeholders. • Wins concessions 				<p>innovative ideas can lead to improved communication.</p> <ul style="list-style-type: none"> • Ensures all follow-up activities are completed. • 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). • Liaises with other functional areas in the department to ensure holistic communication is conducted. 	<ul style="list-style-type: none"> • Identifies and analyses opportunities where innovative ideas can lead to improved communication. • Ensures all follow-up activities are completed. • 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 • Liaises with other functional areas in the department to ensure holistic communication is conducted. 	<p>hosted or initiated by municipality showcase service delivery (achievements /milestones) or communicate service delivery information.</p>
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	<ul style="list-style-type: none"> Encourages and considers inputs of others 	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> and incorporates proposals where warranted. Shows confidence in engagement with all stakeholders. 	<ul style="list-style-type: none"> without damaging relationships.
<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>	<ul style="list-style-type: none"> Understands the range of clients to be served. Maintains clear communication with clients regarding mutual expectations within area of work. Takes personal responsibility for providing excellent service quality. Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Takes specific and sustained action to implement the client service vision within functional area. 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.), within functional area. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Takes specific and sustained action to implement the client service vision within functional area. 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.), within functional area. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Demonstrates personal commitment to the client service vision through own actions and attitudes Recognizes individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. Ensures that client / customer focus is an ethos throughout the department and is applied consistently.
Management				
<p>1. Direction Setting</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</p>	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and clear manner Provides a clear sense of purpose and focuses on 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Monitors the management of multiple tasks and balances priorities and conflicts between tasks 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Monitors the management of multiple tasks and balances priorities and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Recognizes and rewards those employees (within

<p>of their best in working towards a common vision or goal.</p>		<p>successful completion of objectives</p>	<p>within functional area.</p> <ul style="list-style-type: none"> 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” Is forward thinking and produces innovative ideas. Interacts with other functional areas to ensure consistency of work. 	<p>conflicts between tasks within functional area.</p> <ul style="list-style-type: none"> 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” Is forward thinking and produces innovative ideas. Interacts with other functional areas to ensure consistency of work. 	<p>his/her discretionary authority) whose actions support the attainment of goals and objectives.</p> <ul style="list-style-type: none"> Defines roles and responsibilities for department members and clearly communicates expectations. Grasps 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. Initiates and manages change in pursuit of strategic objectives.
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<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 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. • 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. • Uses an in depth understanding of the interactions within a group to move towards a specific agenda. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • 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. • 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. • Uses an in depth understanding of the interactions within a group to move towards a specific agenda. • Note: larger function heads will interact with top Management and the political levels from 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and/or 4 plus • Able to persuade political heads to adopt and implement results/outcomes of project. • Appears confident (authoritative & credible) when addressing formal meetings and/or the media. • Is called upon to mediate conflicts and disagreements.
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<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • 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 • Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • 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. • 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. 	<p>time to time on specific issues.</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • 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. • 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. Note: In larger functions where short turnarounds in work are experienced (e.g. media), managers need to be particularly aware of stress and performance levels and be prepared to take remedial action as short notice. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and/or 4 plus • Mentors by investing adequate time and effort in counselling and coaching subordinates and function heads. • Actively involved in the retention and development of talent within the organization. • Understands organizational needs and formulates and implements development plans, outlining specific performance measures for department and functions • Diagnoses performance issues and determines appropriate interventions to suit the individual's learning style. • Recognizes the need for and provides individuals with
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<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to function in a multi-disciplinary team. Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to function independently within own discipline. Able to lead a project team within own discipline Works effectively with people from other organizations/ departments 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Involves and empowers team in setting and achieving goals. 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). Creates strong morale/ team spirit. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Empowers team in setting and achieving goals. 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 Seeks consensus amongst diverse viewpoints as a means of building group commitment (as opposed to imposing personal views). Creates strong morale/team spirit. 	<p>guidance on how to handle new or difficult situations.</p> <ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and/or 4 plus Uses complex strategies such as team assignments, cross training to promote team morale and productivity. Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate. Works effectively with people from other organizations/departments and manage in a competitive environment.
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6. COMMUNITY FACILITIES MANAGEMENT

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	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
KNOWLEDGE	Performs routine and basic functions relating to maintenance of community facilities Works independently under general supervision 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. Works independently within work/maintenance plans and with regular report-backs to immediate superior	Has operational control and responsibility over a depot or area. Draws up operational work plans and maintenance programs. 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. Compiles and monitors operational and capital budgets of respective facilities
QUALIFICATION	Basic literacy / Minimum Grade 10	Grade 12 / Relevant post matric qualification	National Diploma – Horticulture, Facility Management, Parks & Recreation, etc.	B. degree relevant to Facilities Management.
EXPERIENCE	Relevant experience facility maintenance	Considerable relevant experience	Several years relevant experience	Extensive years relevant experience
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
1. Managing Work Effectively manages own time and	<ul style="list-style-type: none"> Remains focused on task at 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates

<p>available resources and tools to ensure that work is completed efficiently and on time.</p>	<p>hand.</p> <ul style="list-style-type: none"> • Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion. • Completes tasks on time 	<p>from previous level</p> <ul style="list-style-type: none"> • 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 • Able to prioritize resources to meet competing deadlines 	<p>from previous levels</p> <ul style="list-style-type: none"> • 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 • Ensures that raw materials, equipment, parts and components are available for maintenance operations 	<p>competencies from previous levels</p> <ul style="list-style-type: none"> • 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 • Ensures that all outsourced maintenance management activities are aligned with the maintenance management plan.
<p>2. Workplace safety The ability to identify and correct conditions that affect employee safety.</p>	<ul style="list-style-type: none"> • 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. • Enforces safety and/or security procedures. • Is aware of the hazards of working with dangerous materials. 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels.

		<ul style="list-style-type: none"> 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. 		
<p>3. Planning and organizing The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list Modifies plans in line with instructions from supervisors 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 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 Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Plans and organizes work of others using goal setting, objectives, targets, creating work schedules and work plans with associated budgets and resources. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Compiles capital and operating budgets for short, medium and longer terms on all assets and services related to the maintenance of assets 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.
<p>4. Facility specific skills Shows a satisfactory level of technical skill, knowledge, experience and education relevant to particular community facility.</p>	<ul style="list-style-type: none"> Undertakes routine tasks Has developed a level of skill and experience in a technical area of work Is aware of factors that may negatively impact the completion of a job 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Understands the technical and non-technical aspects of the area of work. Has essential knowledge of operations and maintenance of the facility. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Applies specialist knowledge to situations to solve problems or enhance solutions Anticipates events, situations and incidents that may impact the work environment and 	<ul style="list-style-type: none"> Develops maintenance plans specifying detailed activities, resources, responsibilities, timescales and risks for the attainment of facility management objectives Monitors implementation

		<ul style="list-style-type: none"> Has ability to identify task specific problems and analyze all factors that influence the solution. Accomplishes tasks without asking for guidance or instruction. Has knowledge of updating equipment register and exercises stock control of material issued. 	takes corrective action <ul style="list-style-type: none"> Shows sound problem solving skills and analytical ability Ensures knowledge transfer and training and mentoring of more junior staff. 	processes and measures to assess performance and health of facility components.
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7. DISASTER RISK MANAGEMENT

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Emergency Communicator	Assistant Disaster Risk Management Officer	Disaster Risk Management Officer	Area Head Disaster Risk Manager	Manager: Disaster Risk Management
KNOWLEDGE	Functional technical knowledge of the environment and the various spheres of operations of the directorates Understanding of incident classification	Knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. Knowledge of relevant classification identification and verification of various hazards.	Well-developed knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. knowledge of relevant classification identification and verification of various hazards	Comprehensive knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. Comprehensive knowledge of relevant classification identification and verification of various hazards. Supervisory competence	Expert knowledge of disaster risk management functions inclusive of crowd management, emergency coordination. Expert Knowledge of relevant classification identification and verification of various hazards. Managerial and

EXPERIENCE	Up to 3 years' relevant call centre experience required	Between 0 and 1 years' experience	Between 3 and 5 years' experienced required as a ADMO	Between 5 and 8 years' experienced required	Leadership competence More than 8 years' experienced required
QUALIFICATION	Grade 12	Grade 12 Drivers licences Physically fit. DRM 18 month learnership (DMS solutions).	Grade 12 National diploma DRM	Grade 12 National Diploma DRM and or relevant degree	Grade 12 A relevant 3 year tertiary qualification / degree
COMPETENCY LEVELS					
Functional / Professional					
1. Disaster Risk Management The capacity to understand the necessary protocols for dealing with a disaster and invoking the necessary processes to ameliorate the disaster.	<ul style="list-style-type: none"> Knowledge of how to activate the employer's emergency response plan. Understanding of the role of the Basic Level trained individual in the employer's emergency response. Knowledge and understanding of the risks and trauma associated with CBRNE terrorism. Understanding of the potential outcomes and secondary hazards associated with an emergency when a CBRNE terrorism 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of the basic hazard and risk assessment techniques. Understanding of how to select and use personal protective equipment provided to the Mid-Level trained personnel. Knowledge of relevant standard operational and termination procedures. Ability to perform basic control, containment and/or 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge and ability to demonstrates the competencies from Mid-Level. Knowledge of the classification, identification and verification of known and unknown materials by using field survey instruments and equipment. Ability to select and use proper personal protective equipment provided to the Advanced Level trained personnel Ability to function within an 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels.

	<p>incident occurs.</p> <ul style="list-style-type: none"> • Understanding of the organization's site security and scene control procedures for the basic level trained personnel. • Knowledge of basic hazard and risk assessment techniques. • Knowledge of how to select, use, inspect, and properly maintain the personal protective equipment used by Basic Level personnel. • Knowledge of how to manage personal belongings and chain of custody issues. • Knowledge of resources required to assist persons with special needs or the disables. 	<p>confinement operations within the capabilities of the resources and personal protective equipment available</p> <ul style="list-style-type: none"> • Ability to determine and implement basic decontamination procedures • Knowledge of how to implement the Incident Command System • Knowledge of how to establish communications with outside agency command centres • Understanding of relevant standard operating and termination procedures. 	<p>assigned role in the Hospital Emergency Incident Management System.</p> <ul style="list-style-type: none"> • Understanding of hazard and risk assessment techniques. • Knowledge of how air handlers function and an understanding of the areas served by the HVAC systems to advise plant operations and hospital administration personnel on when to control specific air handlers to avoid contamination of the rest of the hospital. • Understanding of termination procedures • Ability to perform advanced control, containment, and/or confinement operations within the capabilities of the resources and personal protective equipment available. • Understanding and supervision of decontamination procedures from set up to termination and clean up. 	
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Public Service Orientation					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1. • Relates to people at all levels of the organisation and public • Interagency coordination • Shows confidence in engagement with internal and external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates all 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 • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • Demonstrates all 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 • Sensitive to how people and organisations function. 	<ul style="list-style-type: none"> • Demonstrates all competencies from previous levels.
<p>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.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods. • Demonstrates superior oral and written communication. • Demonstrates superior listening skills. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrates all competencies from previous levels.

<p>3. Service Delivery Orientation The ability to understand, address, and manage community needs and expectations</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Expedites and commits to turn around time effectively 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Responds to questions with accurate and complete answers. • Communicates effectively with people at all levels. • Ability to read situations and interest positions and to respond appropriately. • Handles sensitive one-on-one discussions effectively with staff. 	<ul style="list-style-type: none"> • Handles sensitive one-on-one discussions effectively • Handles media enquiries effectively. • Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels.
Management					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1, plus. • Commands respect from colleagues and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others. • Establishes support and 	<ul style="list-style-type: none"> • Demonstrates all competencies from previous levels.

<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Able to convince, persuade and influence others Effectively influences senior management Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<p>projects authority and credibility</p> <ul style="list-style-type: none"> Uses influence to achieve objectives. 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 Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorate 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. Organises resources and inspires others towards focused performance 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels.

<p>4. Coaching and Mentoring The ability to assess skills, subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • 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 others abilities and self-confidence • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations 	<ul style="list-style-type: none"> • 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 • Understands requirements for professional development of staff 	<ul style="list-style-type: none"> • 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 • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations 	<ul style="list-style-type: none"> • Demonstrates all competencies from previous levels
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8. EMERGENCY SERVICES

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Learner Firefighter	Firefighter/Senior Firefighter	Platoon Commander	Station Commander	Division Commander
KNOWLEDGE	Execution of operational tasks under close supervision at incidents	Execution of operational tasks under the instruction of the platoon or station commander. Provides mentoring and guidance to more junior firefighters	Responds to and takes command at moderate risk incidents and assists with the development of staff	Responds to and takes command at high risk incidents and assists with the development of staff	Reports to the Chief. Command and control centre or fire and life safety. Assumes full responsibility for a number of stations or administrative or operational sections within a geographical region
EXPERIENCE	No experience required	Between 3 and 4 years' experience	Between 5 and 8 years including supervisory experience	Between 5 and 8 years including supervisory experience	Between 5 and 8 years including supervisory experience
QUALIFICATION	Grade 12 Code: 08 Drivers Licence	Grade 12 Code: 08 Drivers Licence Any other practical or functional training that is required Fire fighter certificate 1&2	Grade 12 Higher Certificate in fire technology or equivalent (fire services) Code: 08 Drivers Licence	Degree/Diploma in Fire Technology or equivalent	Degree/Diploma in Fire Technology or equivalent
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Functional / Professional					
1. Fire Suppression Ability to implement an efficient and effective fire suppression programme.	<ul style="list-style-type: none"> Knowledge of fire behaviour including causes of fire, influence of 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Skill in use of tools such 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge of the 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Knowledge of 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels Knowledge of air

	<p>temperature, humidity and other conditions in order to know where to attack the fire, build fire lines and position a fire crew squad to suppress the fire.</p> <ul style="list-style-type: none"> • Able to operate communication hardware including multi-channel two-way radios with programmable frequencies, GPS units and computers for accessing fire weather and fire modelling programmes • Able to communicate with other crew members using appropriate fire terminology • Skill in operating pump mechanisms and determine proper hose lays for most effectiveness in accomplishing fire suppression • Skill in ladder positioning and use 	<p>as cutters, spreaders and rams</p> <ul style="list-style-type: none"> • Skill in search and rescue options with knowledge of associated risks • Knowledge of fire suppression techniques, methods and conditions to be able to make assignments to crew members, accurately analyse complex fire circumstances, determine when additional forces may be needed or , when appropriate, to withdraw crew to safe locations. • Knowledge of work procedures and practices in working with helicopters and aircraft 	<p>methods and procedures associated with fire suppression to resolve a full range of irregular or problem situations when fighting fires</p> <ul style="list-style-type: none"> • Knowledge of tactical methods and techniques for use of water and other additives in controlling and mopping up fires in order to efficiently and effectively accomplish operations where water is in short supply 	<p>technical firefighting such as, but not limited to, fire engine and pump operations, hand crew operations and/or helicopter operations to enable the incumbent to function in assigned capacities and to lead others in those duties if necessary</p>	<p>operations, rappelling, helicopter capabilities and limitations, helicopter contracts, load balance and capacity, load calculating and manifesting of personnel and equipment</p>
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<p>2. Fire Engine Supervision Ability to supervise operation of fire engine module in responding to fires and prescribed burn projects.</p>	<p>of appropriate rescue holds</p> <ul style="list-style-type: none"> Knowledge of the following: programme management, supervision and personnel practices and regulations in order to carry out supervisory responsibilities 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of urban fire complexities, including, types of fires, construction design, building materials, structural makeup, potential spreading of fires, composition of materials, flashovers and backdrafts in order to develop and select appropriate suppression response alternatives. Knowledge of land management objectives, protection standards and bush fire management strategies and tactics sufficient to develop and select appropriate suppression response alternatives 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge of fire engine hydraulic systems, foam and chemical applications systems, including effect of elevation, friction loss, pressure, pumping mechanisms, hose thread and apparatus differences and operating procedures to distribute hose lays and to operate equipment for peak utilisation 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Knowledge of agency fire and interagency fire business management practice and procedures Able to compile required reports and proved timely documentation of activities 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels
<p>3. Preparedness and Suppression Needs Determines preparedness and suppression needs and facilitates procurement to meet needs.</p>	<ul style="list-style-type: none"> Participates in development of operational planning. 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of components of required plans under area of responsibility 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Knowledge and ability to participate in the interdisciplinary planning process 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Ability to write operational plans 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels

<p>4. Safety and Welfare Ability to manage the environmental and workplace hazards within applicable laws, policies and guidelines.</p>	<ul style="list-style-type: none"> Knowledge of the laws, policies and guidelines pertaining to safety such as the National Veld and Forest Fire Act and local bylaws Able to carry out risk assessments according to standard protocols 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Ability to communicate outcome of risk assessments Knowledge of accepted safety practices and procedures in suppressing fires and various other incidents to prevent injury, property damage or loss of life 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Able to conduct and integrate safety briefings and after action reviews Skill in developing risk assessment based upon prescribed fire complexity rating system 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Ability to identify, document and communicate project specific hazards and risks Skill in recognition and mitigation of a variety of miscellaneous hazards and risks within different fire environments 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels
<p>5. Fire Prevention and Monitoring Demonstrates ability to identify, model and risk manage fire hazards.</p>	<ul style="list-style-type: none"> Knowledge of the full range of fuel treatments to include prescribe fire, mechanical, chemical and biological treatments 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge of methods for the collection, storage, retrieval and analysis of results from fuels treatment and fire effects monitoring 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Able to model, verify and document fire weather, fire behaviour and fire danger 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Skill in preparing and administering hazardous fuels reduction contracts Skill in documenting project daily status, fire behaviour and effects and financial obligations 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels
<p>6. Mobilisation Support Demonstrates knowledge, skills and abilities required to mobilize and demobilize overhead, crews, aircraft, equipment and supplies for bush fire, prescribed fire activities, and other activities.</p>	<ul style="list-style-type: none"> Knowledge of standard fire dispatch procedures, predefined initial attack response zones, and operating guides used in ordering and 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1. Knowledge and understanding of field operational procedures, principles, and techniques employed in 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 and 2. Skill in applying national, geographic area, local mobilisation guides, and dispatch 	<ul style="list-style-type: none"> Demonstrates all competencies from level 1 to 3. Skill in ensuring that plotting and identifying locations to determine land status, direct resources to the 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels. Ability to ensure that dispatch centre is obtaining and documenting incident size-up information per

<p>7. Paramedical Skills Demonstrates the ability to assess, evaluate and intervene using recognised medical procedures and interventions.</p>	<p>mobilisation of overhead, crews, aircraft, equipment and supplies for wildfire, prescribed fire and other non-fire emergencies.</p> <ul style="list-style-type: none"> Knowledge of agency and interagency mobilisation policies, procedures and guidelines. Knowledge of agency and interagency mobilisation policies, procedures and guidelines. Knowledge of fire management resources, fire position qualifications, equipment, capabilities, sources and ordering procedures. 	<p>all aspects of fire suppression</p> <ul style="list-style-type: none"> Knowledge of fire behaviour and weather conditions to effectively dispatch fire management resources Knowledge of maps and land photos of various types such as topographical, unit and aerial. 	<p>operating guides</p> <ul style="list-style-type: none"> Skill in ensuring that monitoring and tracking resources follow standard guidelines and procedures, including aircraft, overhead, crews, and equipment. 	<p>incident site, and track resources through the application of latitude and longitude, township, range, and section, and VOR bearing and distance</p> <ul style="list-style-type: none"> Manages testing processes to ensure data completeness, accuracy, currency and security during and after conversion. Ability to determine when to expand dispatch centre based on activity levels Ability to ensure that dispatch centre functions as the incident focal point prior to the arrival of the responding resource. 	<p>the dispatch center's operating guide, and brief supervisor of incident status or anticipated needs.</p> <ul style="list-style-type: none"> Ability to take independent action when dispatch procedures have not been established or do not apply to the current situation. Ability to prioritize and allocate resources based on resource values as identified in land management plans, national, geographic area, and local preparedness levels, resource availability, and existing and predicted weather conditions Ability to coordinate mobilisation of resources to multi-jurisdictional incidents including mutual aid with local non-federal co-operators. 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels Demonstrates all competencies from level 1 to 3. <ul style="list-style-type: none"> Utilises Differential Diagnosis Skills, Demonstrates all competencies from level 1 and 2. <ul style="list-style-type: none"> Implements Measures to Demonstrates all competencies from level 1. <ul style="list-style-type: none"> Utilises Diagnostic Tests Maintains Patency of
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<p>8. Emergency Dispatch Refers to the ability to receive, process and select appropriate actions to emergency calls.</p>	<ul style="list-style-type: none"> • behaviours appropriate for use with patients and bystanders • Conducts procedures and operations consistent with hazardous materials management requirements • Practices infection control techniques • Conducts Triage • Obtains Patient History • Conducts Complete Physical Assessment • Demonstrating Appropriate Use of Inspection, Palpation, Percussion and Auscultation, and Interprets Findings • Assesses vital signs • Receives and Processes Calls for Assistance. • Recognises the requirement for pre-hospital emergency medical resources. • Performs radio and 	<p>Upper Airway and Trachea</p> <ul style="list-style-type: none"> • Prepares Oxygen Delivery Devices • Delivers Oxygen and Administers Manual Ventilation • Drives ambulance or similar type vehicle. 	<p>Maintain Hemodynamic Stability</p> <ul style="list-style-type: none"> • Provides Basic Care for Soft Tissue Injuries • Immobilises actual and suspected fractures 	<p>Decision-making Skills and Psychomotor Skills in Providing Care to Patients</p> <ul style="list-style-type: none"> • Provides care to meet the needs of special patient groups. • Conducts ongoing assessments and provide care. • Administers medications. 	<ul style="list-style-type: none"> • Demonstrates all competencies from previous levels
		<ul style="list-style-type: none"> • Demonstrates all competencies from level 1. • Determines vehicle response mode and configuration based on the dispatcher's evaluation of injury or 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 and 2. • Provides pre-arrival instructions to the emergency caller through the use of systemized, pre- 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3. • Properly deploys unit hours using approved Systems Status Management techniques. 	

	<p>telephone communications as outlined in the Standard Operating Procedures (SOP).</p> <ul style="list-style-type: none"> Demonstrates technical proficiency and extensive knowledge of all communications centre equipment. 	<p>illness severity using medically approved, previously identified priority symptoms.</p> <ul style="list-style-type: none"> Allocates the appropriate resources as determined by SOP. Recognises the need for, and co-ordinates response of other public safety agencies and first responders. Provides complete and accurate information, in a concise manner, regarding patient condition, call location and routing instructions to responding units/agencies. Maintains response area coverage through the development and re-development of available resources using pre-selected post locations. Maintains excellent working knowledge of all EHS SOPs. Maintains current knowledge base of service area, including major streets and public buildings. Is adept with the use of 	<p>scripted caller interrogation questions, pre-arrival instructions and protocols approved by medical control.</p> <ul style="list-style-type: none"> Recognises the role of off-line medical control and direction in the provision of the above. Provides accurate information on patient condition and identify hazards for the responding filed personnel and agencies. Relays patient information as requested or required. 	<ul style="list-style-type: none"> Practices workload management according to vehicle types and systems requirements. Records and retrieves emergency and non-emergency (transfer) medical response records. Records and updates road closings, construction zones, and hospital diversions to all appropriate personnel. Document and reports any complaints, mechanical failure, or problems to the appropriate authority. Assures completeness and accuracy of call information, response times, and required shift reports.
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	map books and GPS use.	Public Service Orientation			
<p>4. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Acknowledges contributions of others. • Ability to function within teams. 	<ul style="list-style-type: none"> • 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. • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates all 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. • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • Demonstrates all 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. • Sensitive to how people and organisation function. 	<ul style="list-style-type: none"> • Demonstrates all competencies from previous levels.
<p>5. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods. • Demonstrates superior oral and written communication. 	<ul style="list-style-type: none"> • Demonstrates competencies from level. • Organises and presents own perspective in logical manner. • Adapts communication contents to the audience. • Uses terminology appropriate to the audience. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels.

				documents and edits documents created by others.	<ul style="list-style-type: none"> Organises discussions in logical manner. Responds to questions with accurate and complete answers. Communicates effectively with people at all levels 	<p>sensitive or controversial information effectively.</p> <ul style="list-style-type: none"> Communicates effectively at senior levels. Handles sensitive one-on-one discussions effectively. Uses language and style to capture the attention of the audience. 	
<p>6. Service Delivery Orientation The ability to understand, address, and manage community needs and expectations.</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. 		
Management							
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from colleagues. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. 		

	<ul style="list-style-type: none"> Cooperates and works well with other team members. Actively participates in team activities. Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team. Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Able to convince, persuade and influence others. Effectively influences senior management. Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. 	<p>projects authority and credibility</p> <ul style="list-style-type: none"> Uses influence to achieve objectives. 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. Draws on diverse backgrounds, skills and knowledge of team members. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels.
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels.
<p>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.</p>					

<p>5. 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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. • Articulates tasks and expectations and sets realistic standards. • Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • 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. • 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. • Sets challenging tasks that stretches individuals abilities and self-confidence • Actively renews own personal and professional 	<ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels.
		<ul style="list-style-type: none"> • 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. • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 			

			skills and applies them in a productive way in the work environment.	
			<ul style="list-style-type: none"> Understands requirements for professional development of staff. 	

9. ENGINEERING SPECIFIED CATEGORIES

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Graduate Trainee: Specified Category Candidate	Specified Category Practitioner: Civil, Chemical, Electrical, Mechanical, Engineering Management	Senior Specified Category Practitioner: Civil Chemical, Electrical, Mechanical, Engineering Management	Principal Specified Category Practitioner: Civil Chemical, Electrical Mechanical, Engineering Management	Chief Engineering Specified Category Practitioner: Civil Chemical, Electrical Mechanical, Engineering Management
KNOWLEDGE	<ul style="list-style-type: none"> Displays basic proficiency in defined engineering tasks under supervision/mentorship of a specified category practitioner. May be part of a structured training program Provision for specialists in a narrow engineering field including engineering management. 	<ul style="list-style-type: none"> Displays sophisticated proficiency in defined engineering function. Some degree of independence but primarily works under guidance and supervision. Provision for specialists in a narrow engineering field including engineering management. 	<ul style="list-style-type: none"> Displays competent proficiency in defined engineering function. Applies a known body of knowledge independently. Works under supervision and guidance. Provision for specialists in a narrow engineering field including engineering management. 	<ul style="list-style-type: none"> Displays advanced proficiency in defined engineering functions. Works independently within specifically-defined working relationship with other parties and disciplines. Supervises and monitors other specified category practitioners. Provision for specialists in a narrow engineering field including engineering management. 	<ul style="list-style-type: none"> Displays expert proficiency in broad engineering functions. Works independently. Supervises and coordinates more junior category practitioners. Provision for specialists in a wider engineering field including engineering management.

EXPERIENCE	Minimum of 3 years relevant experience of which two years must be on the function	Between 5 and 8 years of relevant experience	More than 8 years of relevant experience	More than 8 years relevant experience	
QUALIFICATION	At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade.	At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade, and registration.	At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade, and registration.	At least a Higher Certificate in Engineering or equivalent or a completed apprenticeship in an acceptable trade, and registration as a Professional Engineering Technician.	
COMPETENCIES					
COMPETENCY LEVELS					
	1	2	3	4	
	Functional				
1. Design The ability to design infrastructure with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.	<ul style="list-style-type: none"> Develops infrastructure processes under supervision. Compiles engineering drawings for infrastructure under supervision Compiles tender and contract documents for infrastructure, under supervision. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Develops infrastructure processes independently and with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability. Compiles engineering drawings independently. Compiles tender and contract documents independently. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Checks and signs infrastructure processes developed by specified category practitioners. Develops specifically defined engineering procedures and processes. Liaises with client departments regarding developed specifications and drawings. Signs off developments and drawings. Approves contact and tender documents. Considers the appropriateness of engineering solutions in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Oversees and evaluate development of specifically defined engineering work. Manages and assigns resources to development work. Prioritises development in terms of budget availability. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Recognized nationally and internationally as a specialist in his field of development work. Presents written technical papers on development standards and processes. Researches alternatives/new techniques.

<p>2. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p>	<ul style="list-style-type: none"> • Contributes to planning by compiling, collating information from specific research, surveys and studies. • Analyses specific information to support feasibility study. • Compiles feasibility studies for work. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Develops models for the analysis of specific information. • Conceptualizes specific options. • Performs costing and financial analysis of the socio-economic impacts of the specific work. 	<p>the context of the community needs. Uses appropriate specific processes in meeting community needs.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Develops scenarios on specific work • Undertakes detailed analysis of options • Analyses costs and financial implications • Understands the needs of the community and tailors specific engineering solution to meet the needs of the community • Considers institutional arrangements and capacities in planning and proposing specific engineering solutions to meet community needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Interpret IDP and spatial planning initiatives into specific work requirements. • Projects and forecasts short, medium and long term specific infrastructure needs for the municipality. • Evaluates alternative options. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Contributes to the options analysis.
<p>3. Project Management Ability to plan, co-ordinate and control the tasks of self and other agents and project management consultants to deliver projects and tasks to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> • Manages the assigned tasks to the agreed standards (completes work within the scope of the terms of reference). • Prioritises activities effectively to ensure that tasks are 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages internal specific tasks to the agreed standards. • Manages resources to achieve the task objectives 	<p>Demonstrates competencies from level 1 to 2.</p> <ul style="list-style-type: none"> • Manages multiple tasks to agreed standards. • Prioritises multiple resources to meet competing deadlines. • Manages multiple 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages multidisciplinary tasks and programmes • Prioritises multiple resources to meet competing deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Manages the assigned tasks to the agreed standards. • Prioritises activities effectively to ensure that tasks are completed

<p>4. 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.</p>	<ul style="list-style-type: none"> Completed within schedule Complies with budgetary requirements. 	<ul style="list-style-type: none"> Prioritises activities to ensure that task is completed within schedule. Able to complete task within budget. 	<p>budgets.</p>	<ul style="list-style-type: none"> within schedule. Complies with budgetary requirements.
<p>4. 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.</p>	<ul style="list-style-type: none"> 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. Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> 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 local government within specific functional area. Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant municipal legislation. Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services.
<p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a task checklist covering all detail which might be overlooked. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

<p>6. 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.</p>	<ul style="list-style-type: none"> • Knowledge of specific technical specifications of elements within a system. • Understanding of specific operating rules and procedures for the system. 	<ul style="list-style-type: none"> • Ensures all details of a task are accomplished. • Checks against standards and regulations. 	<ul style="list-style-type: none"> • Ensure that all information is available in the preparation of documentation. 	<ul style="list-style-type: none"> • regulations and signs off on documents • Accurately reviews documents and edits documents created by others. 	
<p>6. 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.</p>	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Detailed knowledge of specific technical specifications of elements within the system. • Detailed understanding of the specific operating rules and procedures. • Can troubleshoot specific problems occurring within the system. • Mitigates specific health, safety and environmental risks. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Develops specific operating rules and procedures for systems. • Makes judgement decisions on issues falling outside of the operating rules and procedures. • Undertakes specific long term planning and forecasting of infrastructure requirements. • Determines technical specifications for specific systems requirements. • Considers the specific financial, social, economic and environmental implications. • Commissions and/or decommissions specific engineering works safely and with minimum 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Considers specific operational implications on a municipal wide basis. • Predicts the financial, social, economic and environmental implications. • Contributes to the development of specific national norms and standards. • Anticipates events, situations and incidents that may impact on the specific operation for the municipality. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Develops specific operating rules and procedures for systems. • Makes judgement decisions on issues falling outside of the specific operating rules and procedures. • Anticipates events, situations and incidents that may impact on the operation of the specific system. • Determines specific technical specifications for systems requirements. 	

<p>7. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations.</p>	<ul style="list-style-type: none"> • Knowledge of specific construction and maintenance processes. • Monitors compliance to design specifications, health and safety regulations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • In-depth knowledge of specific construction and maintenance processes. • Liaises effectively with external authorities and other stakeholders on task 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. 	<p>disruption to municipal service provision.</p> <ul style="list-style-type: none"> • Liaises with other both internal and external on integrated service delivery matters. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Allocates resources (labour, material equipment) to achieve desired objectives. • Uses discretion in situations of deviation from specific design assumptions. • Manages multidisciplinary team. • Identifies and implements corrective action. • Liaises with client departments and contractors. • Manages task budgets and schedules effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages multiple maintenance and construction tasks. • Manages programme budgets and schedules. • Negotiates with Client departments and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Ability to use discretion in situations of deviation from design assumptions.
Public Service Orientation						
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Acknowledges 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the organisation. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Convinces others of his ideas without suppressing their views. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to be both direct and forthright as well as diplomatic and tactful. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Sensitive to how people and organisations function. 	

	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders. Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. 	<ul style="list-style-type: none"> 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. Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement. Awareness of 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>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> 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. Structures written documents in a logical framework. 	<ul style="list-style-type: none"> 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. Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>3. Service Delivery Orientation</p>	<ul style="list-style-type: none"> Commitment to excellence. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures specifically defined 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. 	<ul style="list-style-type: none"> 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. Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

<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>	<ul style="list-style-type: none"> Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Professional in interaction with general public and stakeholders. 	<p>1 and 2.</p> <ul style="list-style-type: none"> Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. 	<p>1 to 3.</p> <ul style="list-style-type: none"> Speaks effectively on specific service delivery matters to the media. 	<p>1 to 4.</p>
Management					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident practitioner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and projects authority and credibility. Uses influence to achieve objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members. Actively participates in team activities. Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals.

<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. 	<ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members Demonstrates competencies from level 1 to 3. Able to translate Directorate 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. Organises resources and inspires others towards focused performance. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and self-confidence. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

		for and provides individuals with guidance on how to handle new or difficult situations.	<ul style="list-style-type: none"> 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. 	implements development plans, outlining specific performance measures. <ul style="list-style-type: none"> 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 new or difficult situations.
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10. ENGINEER

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Graduate Trainee: Engineer	Civil Engineer, Chemical Engineer, Electrical Engineer, Mechanical Engineer, Other Engineer	Senior Engineer: Civil Chemical, Electrical, Mechanical, Other Engineer	Principal Engineer: Civil Chemical, Electrical, Mechanical, Other Engineer "Section Head"	Chief Engineer Manager: Engineering "Departmental Director"
KNOWLEDGE	<ul style="list-style-type: none"> Participates in performing complex engineering tasks under supervision/mentorship of an engineering practitioner. May be part of a structured training program. 	<ul style="list-style-type: none"> Contributes to various professional engineering functions. Some degree of independence but primarily works under guidance and supervision. Could assist superiors in providing specialist advice to clients. 	<p>Performs activities that are complex in nature. Applies an integrated body of knowledge.</p> <p>Works independently and seeks advice as and when required.</p> <p>May supervise junior</p>	<p>Manages professional teams and complex engineering functions.</p> <p>Works independently.</p> <p>May supervise and mentor junior engineering personnel.</p>	<p>Leads and manages complex engineering processes and/or departments.</p> <p>Works independently.</p> <p>May mentor junior engineering personnel.</p>

154

	engineering personnel.			
EXPERIENCE	Minimum of 3 years' relevant experience	5 years of relevant experience post registration	8 years of relevant experience post registration	12 years of relevant experience post registration
QUALIFICATION	<ul style="list-style-type: none"> BEng or BSc (Eng) engineering degree. 	BEng or BSc (Eng) engineering degree and eligibility for registration as Pr Eng.	<ul style="list-style-type: none"> BEng or BSc (Eng) engineering degree and registration as Pr Eng Plus, in the case of electrical or mechanical disciplines, depending on the size of installations and the nature of the post, a GCC or Pr-Cert Eng 	<ul style="list-style-type: none"> BEng or BSc (Eng) engineering degree and registration as Pr Eng Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr-Cert Eng

COMPETENCIES

COMPETENCY LEVELS	1	2	3	4	5
	Functional / Professional				
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	<ul style="list-style-type: none"> 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). Contributes to the compilation of 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to the development of complex models for the analysis of information Conceptualizes options 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads planning departments 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

	<p>feasibility studies for complex engineering problems and projects.</p>	<ul style="list-style-type: none"> impacts of the project. Contributes to costing and financial analysis of capital projects, operations and maintenance. Determines life-cycle of assets. 	<ul style="list-style-type: none"> financial implications for capital projects and operations and maintenance. Understands the needs of the community and tailors engineering solution to meet the needs of the community. Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs. 	<p>term infrastructure needs for the municipality.</p> <ul style="list-style-type: none"> Evaluates alternative options. Determines the remaining economical life of systems. Plans modification and renewal of systems and infrastructure. 	<p>on the preparation and implementation of programmes, projects, capital and operations and maintenance budgets.</p> <ul style="list-style-type: none"> Prioritises the annual programme and budgets to align with strategies and goals. Structures multi-year projects.
<p>2. 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.</p>	<ul style="list-style-type: none"> 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. Participates in the compilation of scopes of work, estimates, tender and contract documents for infrastructure, under 	<ul style="list-style-type: none"> 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, environmental impacts and sustainability. Supervises the compilation of engineering reports and drawings. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Checks feasibility studies, designs and detailing of subordinate engineering personnel. Designs complex engineering infrastructure and processes. Liaises with client departments regarding integration and design specifications. Signs off designs and drawings. Finalises scopes of work and approves 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages design teams and evaluates the design of complex engineering problems and infrastructure. Manages and assigns resources to designs projects. Does lifecycle analysis to determine design requirements. Prioritises design in terms of budget availability and infrastructure asset management 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 specialist in his or her field. Researches alternatives/new technologies and seeks and provides advice on

<p>3. 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.</p>	<p>supervision.</p> <ul style="list-style-type: none"> 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 terms of reference). Prioritises activities effectively to ensure that tasks are completed within schedule. Ensures compliance with budgetary requirements 	<ul style="list-style-type: none"> Compiles tender and contract documents independently and participates in bids and specifications. 	<ul style="list-style-type: none"> contract and tender documents. Considers the appropriateness of engineering solutions in the context of the community needs. Uses appropriate technologies in meeting community needs. 	<p>requirements.</p> <ul style="list-style-type: none"> Checks designs against demand and system capacity. Does final approval of design. 	<p>latest technology.</p> <ul style="list-style-type: none"> Interprets and scopes design requirements for services delivery as guided by master plans, prepares concept proposals. Applies complex engineering knowledge, skills and experience to prepare detailed production plans of infrastructure.
<p>3. 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.</p>	<ul style="list-style-type: none"> 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 terms of reference). Prioritises activities effectively to ensure that tasks are completed within schedule. Ensures compliance with budgetary requirements 	<ul style="list-style-type: none"> 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. Manages projects to the agreed standards. Manages resources to achieve the project objectives. Prioritises activities to 	<ul style="list-style-type: none"> 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 strategies. Finalises and approves project documentation and construction programme. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary projects and programmes. Manages the project requirements of funders. Ensures stakeholder communication. Prioritises multiple resources to meet competing deadlines. Finalises project concept and feasibility. Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters. Conceptualises, and ensures that the 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Terminates contracts in terms of GCC a, FIDIC, NEC and JBCC and engineering practice where the contractor is

<p>4. 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.</p>	<ul style="list-style-type: none"> 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. Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> ensure that project is completed within schedule. Completes project within budget. 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 local government within specific functional area. Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> Manages multiple project schedules and budgets. Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant municipal legislation. Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> maintenance requirements are determined based on asset management for all new projects. Demonstrates competencies from level 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. In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services. 	<p>in default.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 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 develop strategies to ensure compliance. Has an understanding of governance and audit.
<p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. Ensures all details of a task are accomplished. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a project checklist covering all detail which might be overlooked. Ensure that all information is available 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes. Checks against standards and regulations and signs off on documents. Accurately reviews 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

<p>6. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations. Communicates in appropriate style in the oversight of construction personnel.</p>	<ul style="list-style-type: none"> 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 scope and bill of quantities Participates in site handover Performs Site Agent or Engineering Representative duties Investigates variations and contingencies and makes recommendations for 	<ul style="list-style-type: none"> Checks against standards and regulations. Demonstrates competencies from levels 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 tenders, and recommendation of appropriate contractors. Monitor 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 	<p>in the preparation of documentation.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 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. Identifies and implements corrective action. Liaises with client departments and contractors. Manages project budgets and schedules effectively. Monitors, reviews, approves and certifies monthly progress 	<p>documents and edits documents created.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 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. Agrees and monitors the Construction Documentation Schedule for timely 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages the capital programme of the municipality Agrees 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. Identifies and implements programme corrective action. Liaises with client departments and contractors. Maintains and ensures that the programme budget and progress for meeting multiple schedules and milestones. Approves the close out
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	<p>remedial action.</p> <ul style="list-style-type: none"> and the contractors. Mitigates health, safety and environmental risks Manages quality and risk. Makes recommendations for complex variations and contingencies that have a significant impact on cost and progress 	<ul style="list-style-type: none"> Monitor the preparation of the preparation of monthly cost reports by the cost consultants. Prepare 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. 	<p>implementation thereof by the consultants and contractors.</p> <ul style="list-style-type: none"> Receives, reviews and adjudicates any contractual claims. Monitors long lead items and off-site production by contractors and suppliers. Co-ordinates, monitors and issue Practical Completion Lists and the Certificate of Practical Completion. 	<p>and hand over of projects.</p> <ul style="list-style-type: none"> Provides comprehensive feedback to grant funders. Has advanced knowledge of contract management and develops contract management models for municipal implementation.
<p>7. Operations and Maintenance 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>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops operating rules and procedures for systems. 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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

	<ul style="list-style-type: none"> Participates in the development of operating procedures for systems. Monitors and assesses the efficiency and reliability of services. 	<ul style="list-style-type: none"> infrastructure asset management principles and systems. Applies asset lifecycle principles to make recommendations for modification, upgrades or renewal of systems and complex infrastructure elements. Mitigates health, safety and environmental risks. 	<ul style="list-style-type: none"> systems requirements. Ensure 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. Liaises with other both internal and external on integrated service delivery matters. 	<ul style="list-style-type: none"> 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. Develops budgets for capital works, operations and maintenance. Designs, confirms and applies operations and maintenance service delivery standards at municipal level. Develops models to inform in-house, outsourced and PPP capital and operations and maintenance contracts/projects. 	<ul style="list-style-type: none"> 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. Develops organizational structures and resource plans for operations and maintenance of systems. Integrates capital works and operations and maintenance based on life cycle costing
Public Service Orientation					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others. Communicates effectively. Acknowledges contributions of others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation. Shows confidence in engagement with 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of his ideas without suppressing their views. Acknowledge merits in 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Sensitive to how people and organisations function.

<p>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.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and written communication. 	<p>internal and external stakeholders.</p> <ul style="list-style-type: none"> Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. 	<p>others arguments and to incorporate in proposals where it is warranted.</p> <ul style="list-style-type: none"> Negotiates skilfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. 	<p>out and accurately restate their opinions, even when not agreement.</p> <ul style="list-style-type: none"> Awareness of to how people and organisations function. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>3. Service Delivery Orientation</p>	<ul style="list-style-type: none"> Commitment to excellence. 	<ul style="list-style-type: none"> 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. Structures written documents in a logical framework. 	<ul style="list-style-type: none"> 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. Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> 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. Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

162

<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>	<ul style="list-style-type: none"> Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ol style="list-style-type: none"> Professional in interaction with general public and stakeholders. 	<p>level 1 and 2.</p> <ul style="list-style-type: none"> Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints. 	<p>1 to 3.</p> <ul style="list-style-type: none"> Speaks effectively on service delivery matters to the media. Has an appreciation and understanding of the service delivery imperative and its demands on public servants. 	<p>1 to 4.</p> <ul style="list-style-type: none"> Has an understanding of the service delivery imperative and its demands on public servants.
Management					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques. Able to convince, persuade and influence others. Effectively influences senior management. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others. Establishes support and projects authority and credibility. Uses influence to achieve objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team. Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals.

<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. 	<ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. Demonstrates competencies from level 1 to 3. Able to translate Directorate 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. Organises resources and inspires others towards focused performance. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> 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. Recognises the need for 	<ul style="list-style-type: none"> 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 poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and 	<ul style="list-style-type: none"> 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 organisations. Understands organizational needs and formulates and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

			<p>and provides individuals with guidance on how to handle new or difficult situations.</p>	<p>self-confidence.</p> <ul style="list-style-type: none"> 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. 	<p>implements development plans, outlining specific performance measures.</p> <ul style="list-style-type: none"> 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 new or difficult situations.
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11. ENGINEERING TECHNICIAN

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Graduate Trainee: Technician	Technician: Civil, Chemical, Electrical, Mechanical, Other Engineering	Senior Technician: Civil Chemical, Electrical, Mechanical	Principal Technician: Civil Chemical, Electrical Mechanical,	Chief Engineering Technician
KNOWLEDGE	<ul style="list-style-type: none"> Assists in performing well defined engineering tasks under supervision/mentorship of an engineering practitioner. May be part of a structured training 	<ul style="list-style-type: none"> Participates in various well defined engineering functions. Some degree of independence but primarily works under guidance and supervision. 	<ul style="list-style-type: none"> Performs well-defined activities. Applies a known body of knowledge. Works independently and seeks advice as and when required. Supervises and coordinates other members of the engineering team. 	<ul style="list-style-type: none"> Manages well-defined engineering functions. Works independently within well-defined working relationship with other parties and disciplines. Supervises and monitors other members 	<ul style="list-style-type: none"> Leads and manages well-defined engineering functions. Works independently. Supervises and mentors junior technicians

EXPERIENCE	program	Minimum 5 years' relevant experience	5 years of relevant experience post registration	8 years of relevant experience post registration	10 years of relevant experience post registration
QUALIFICATION	National Diploma	National Diploma	National Diploma and registration as a Pr Techni Eng	National Diploma and registration as a Pr Techni Eng	National Diploma, with extensive experience, and or BTEch and registration as a Pr Techni Eng

COMPETENCIES

	1	2	3	4	5
COMPETENCY LEVELS	Functional / Professional				
1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.	<ul style="list-style-type: none"> Participates in planning by compiling, collating from research, surveys and studies Analyses information to support feasibility study Does preliminary designs on planned projects and seeks approval for analysis and solutions and determines estimates for planning of projects 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Develops proposals for the analysis of information and alternatives. Contributes to the development of scenarios for feasibility and seeks approval. Analyses costs and financial implications. Contributes to the assessment of condition and expected useful life of assets. Updates and maintains components of the asset management plan and 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Understands the needs of the community and tailors engineering solution to meet the needs of the community. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Assists in the development of the capital and infrastructure 	<ul style="list-style-type: none"> Demonstrates competencies from level 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

	asset register.	programme.	initiatives into specific project requirement. Contributes to the infrastructure options analysis. Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs. Projects and forecasts short and medium term infrastructure needs for the municipality.
<p>2. 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.</p>	<ul style="list-style-type: none"> 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. Designs well defined infrastructure elements and processes under supervision. Develops bills of 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Uses well known technologies in meeting community needs. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Scrutinises and provisionally approves infrastructure designs and does preliminary

<p>3. 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.</p>	<ul style="list-style-type: none"> 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. Project manages small works. 	<p>approval.</p> <ul style="list-style-type: none"> Contributes to tender and contract documents 		<p>guided by master plans, prepares concept proposals within known technology and seeks approval.</p>	<p>designs for the improvement and efficiency of infrastructure as initiated by the engineer.</p> <ul style="list-style-type: none"> Plans and designs upgrades to existing infrastructure components. Develops design reports and business plans. Develops bills of quantities and estimates.
	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Prioritises programme activities to ensure that projects are completed within schedule. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 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. Prioritises activities to ensure that project is completed within schedule. Able to complete project 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. 	

<p>4. 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.</p>	<ul style="list-style-type: none"> 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. Awareness of the issues impacting service delivery. 	<p>within budget.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals. 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. Knowledge of the issues 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant municipal legislation. Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. In-depth knowledge of the Directorate / Municipality's challenges in delivering 	<ul style="list-style-type: none"> Plans and delivers projects to agreed time, cost and quality requirements. Applies well defined engineering knowledge, skills and experience to put infrastructure into service. Identifies situations of deviation from well-defined design assumptions. Manages project budgets and schedules effectively.
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<p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission. 	<p>impacting service delivery.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission. Ensures all details of a task are accomplished. Checks against standards and regulations. 	<ul style="list-style-type: none"> 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. 	<p>municipal services.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes. Checks against standards and regulations and signs off on documents. Accurately reviews documents and edits documents created by others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>6. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations. Communicates in appropriate style in the oversight of construction personnel.</p>	<ul style="list-style-type: none"> 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 Does measurement and level control on site. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Uses discretion in situations of deviation 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Allocates resources (labour, material equipment) to achieve the objectives of the capital programme. 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

		<p>the Senior Engineer.</p> <ul style="list-style-type: none"> Manages the construction of internal and small projects. Facilitates compilation of Terms of Reference for small projects. 	<p>on project reports and payment certificates.</p> <ul style="list-style-type: none"> Contributes to development of capital programmes for the municipalities. 	<p>from design assumptions.</p> <ul style="list-style-type: none"> Liaises effectively with external authorities and other stakeholders on project specific issues. Assists with feasibility and estimation of scopes and project values. 	<p>and forms of tender.</p> <ul style="list-style-type: none"> Initiates construction projects. Scheduling of contracts and milestones. Development and design of variations and contingencies. Undertakes dispute and conflict resolution. Manages commissioning and retention.
<p>7. 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.</p>	<ul style="list-style-type: none"> Basic knowledge of technical specifications of elements within a system. Understanding of operating rules and procedures for infrastructure. Assists with infrastructure assessments. Makes recommendations for replacement and repair activities. Develops specifications for small works and repair. Assists in the management of depot. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1, 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages an operations and maintenance section. Contributes in 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads and manages operations and maintenance teams and activities. The development of 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

	activities and small maintenance repair/ replacement teams.	and repair teams. <ul style="list-style-type: none"> Participates in the compilation of annual budgets for maintenance and repair. Participates in the development of routine and scheduled maintenance programmes. 	disruption to municipal service provision. <ul style="list-style-type: none"> Understands asset management and contributes to the prioritization of maintenance activities. Schedules and specifies work for maintenance teams. 	management system. <ul style="list-style-type: none"> Develops annual maintenance budgets for the section. Ensures compliance to operating procedures and specification. Undertakes demand and conservation management. 	development of national norms and standards. <ul style="list-style-type: none"> 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 works and internal projects. Analyses operation and maintenance requirements in accordance with the IDP and development strategies. Liaises with other, both internal and external, on integrated service.
Public Service Orientation					
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	<ul style="list-style-type: none"> Able to establish rapport and gets on with others. Communicates effectively. Acknowledges contributions of others. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation. Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Sensitive to how people and organisations function.

172

<p>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.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and written communication. 	<ul style="list-style-type: none"> Accurately captures others expectations, ideas and concerns. Encourages and considers inputs of others. 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. Structures written documents in a logical framework. 	<ul style="list-style-type: none"> where it is warranted. Negotiates skilfully in tough situations with both internal and external stakeholders. Wins concessions without damaging relationships. 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. Communicates effectively with people at all levels. 	<ul style="list-style-type: none"> restate their opinions, even when not agreement. Awareness of how people and organisations function. 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. Uses language and style to capture the attention of the audience. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>3. Service Delivery Orientation The ability to explore and implement new ways of</p>	<ul style="list-style-type: none"> Commitment to excellence. Keeps commitments and promises in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.	undertaking tasks and meeting deadlines.	interaction with general public and stakeholders	<ul style="list-style-type: none"> • general public. • Understands and articulates community needs in sector plans. • Manages community expectations within financial, technical and capacity constraints. 	service delivery matters to the media.	
Management					
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques. • Able to convince, persuade and influence others. • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Motivates and inspires others. • Establishes support and projects authority and credibility. • Uses influence to achieve objectives. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4.
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.	<ul style="list-style-type: none"> • Cooperates and works well with other team members. • Actively participates in team activities. • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Shows initiative and confidence in dealing with others. • Able to work in a multi-disciplinary team • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • 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. • Draws on diverse backgrounds, skills and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals.

<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. 	<p>knowledge of team members</p> <ul style="list-style-type: none"> 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. Organises resources and inspires others towards focused performance. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> 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. Recognises the need for and provides individuals 	<ul style="list-style-type: none"> 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 poor performance and to provide the appropriate support. Sets challenging tasks that stretches individual's abilities and self-confidence. 	<ul style="list-style-type: none"> 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 organisations. Understands 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4.

175

		<p>with guidance on how to handle new or difficult situations.</p>	<ul style="list-style-type: none"> • 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. 	<p>organizational needs and formulates and implements development plans, outlining specific performance measures.</p> <ul style="list-style-type: none"> • 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 new or difficult situations. 	
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12. ENGINEERING TECHNOLOGIST

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Graduate Trainee: Technologist	Technologist: Civil, Chemical, Electrical, Mechanical, Other Engineering	Senior Technologist: Civil, Chemical, Electrical, Mechanical	Principal Technologist: Civil, Chemical, Electrical, Mechanical	Chief Engineering Technologist
KNOWLEDGE	<ul style="list-style-type: none"> Participates in broadly defined engineering tasks under supervision/mentorship of an engineering practitioner. May be part of a structured training program. 	<ul style="list-style-type: none"> Contribute to various broadly defined engineering functions. Some degree of independence but seeks strategic guidance as required. Could assist superiors in providing specialist advice to clients. 	<ul style="list-style-type: none"> Performs activities that are broadly defined in nature. Applies new technology into current practice. Works independently and seeks advice as and when required. May supervise junior engineering personnel. 	<ul style="list-style-type: none"> Performs broadly defined engineering functions. Works independently. May supervise and mentor junior engineering personnel. 	<ul style="list-style-type: none"> Leads broadly defined engineering activities and resources Works independently. May mentor junior engineering personnel. Specialises and advises in specific engineering sub-disciplines.
EXPERIENCE	3 years of relevant experience at technician level	3 years of relevant experience since obtaining BTech	5 years of relevant experience post registration	8 years of relevant experience post registration	10 years of relevant experience post registration
QUALIFICATION	BTech degree in Engineering	B Tech degree in Engineering	B Tech degree in Engineering and registration as a Pr Tech Eng	B Tech degree in Engineering and registration as a Pr Tech Eng	B Tech or preferably MTech degree in engineering and registration as Pr Tech Eng
				Plus, in the case of electrical or mechanical disciplines, depending on the size of installations and the nature of the post, a GCC or Pr Cert Eng	Plus, in the case of electrical or mechanical disciplines, depending on the size of installations, a GCC or Pr Cert Eng

COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
	Functional / Professional				
<p>1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p>	<ul style="list-style-type: none"> Participates planning by compiling, collating information from research, surveys and studies for broadly defined engineering problems. Analyses information to support feasibility studies. Contributes to the compilation of feasibility studies for broadly defined engineering problems and projects. 	<ul style="list-style-type: none"> 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, operations and maintenance. Determines life-cycle of assets under the guidance of the engineer. Determines the remaining useful life of assets under guidance. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Analyses costs and financial implications. Understands the needs of the community and tailors engineering solution to meet the needs of the community. Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community 	<ul style="list-style-type: none"> Demonstrates competencies from level 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, evaluates to find optimum solution. Defines lines of communication, reporting and coordination with local communities and other stakeholders such as DWAF, DOT, Eskom, Unions etc. Communicates with Town Planners, 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Plans proposed infrastructure to the requirements of regulations and guidelines.

<p>2. 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.</p>	<ul style="list-style-type: none"> • 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 • Participates in site investigations to support feasibility. • Participates in the compilation of tender and contract documents for infrastructure, under supervision. 	<ul style="list-style-type: none"> • 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. • Initiates site investigations and specifies requirements thereof. • Contributes to the compilation of engineering 	<p>needs.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 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. • Seeks advice for complex engineering and new technologies. • Approves contract and tender documents. • Considers the appropriateness of engineering solutions in the context of the community needs. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manages and assigns resources to designs projects. • Prioritises design in terms of budget availability. • Regulates development proposals for urban and rural developments, scrutinizes and approves broadly defined infrastructure designs and initiates methods to improve efficiency. • Plans and designs upgrades to existing networks, applying engineering knowledge, principles and norms to the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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 management plan exists. • Grades and establishes the condition and expected useful 	<p>Consulting Engineers and Developers on broadly defined technical matters for proposed development projects and seeks the guidance engineers where necessary.</p>
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		<ul style="list-style-type: none"> drawings for broadly defined designs. Contributes in the compilation of tender and contract documents independently. 	<ul style="list-style-type: none"> Uses appropriate technologies in meeting community needs. 	<ul style="list-style-type: none"> requirements of regulations and guidelines. 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. 	<ul style="list-style-type: none"> life of assets Determines asset criticality. Does financial modelling for assets including replacement costs, life cycle costs and O&M budget as initiated by the engineer.
<p>3. Project Management</p> <p>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.</p>	<ul style="list-style-type: none"> 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. Makes recommendations on variation and contingencies and seeks approval. 	<ul style="list-style-type: none"> 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. Prioritises activities to ensure that project is completed within schedule. 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Evaluates and gives input during appraisal of tenders. Monitors achievements of KPAs and general 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary projects and programmes. Prioritises 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 knowledge of functional duties, 	<ul style="list-style-type: none"> Demonstrates competencies from level 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. Manages contracts and projects and deals with disputes, in terms of varied forms of contract, and makes

		<ul style="list-style-type: none"> • Able to complete project within budget. 	<p>compliance with grant conditions such OH and S plan.</p> <ul style="list-style-type: none"> • Manages multiple projects to agreed standards. • Prioritises multiple resources to meet competing deadlines • Manages multiple budgets. 	<p>processes, methodology and systems.</p> <ul style="list-style-type: none"> • 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. • Understands and applies technical knowledge of functional duties, processes, methodology and systems. 	<p>recommendations to the, engineer for termination of projects due to non-compliance with scope and contract.</p>
<p>4. 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.</p>	<ul style="list-style-type: none"> • 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. • Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to shaping the departmental specific goals and priorities. • Well-developed knowledge of relevant municipal legislation. • Contributes toward addressing the departmental service delivery challenges. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Global awareness of development in the infrastructure sector • Contributes to managing the infrastructure in accordance with asset management principles • Provides services

			<ul style="list-style-type: none"> Understands and applies the regulatory framework applicable to local government within specific functional area Knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created by others 	<ul style="list-style-type: none"> of relevant municipal legislation In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services 	<ul style="list-style-type: none"> and infrastructure in accordance with the IDP
<p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Allocates resources (labour, material equipment) to achieve desired objectives Uses discretion in situations of deviation from design assumptions Identifies and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance and construction projects Reviews and approves the construction programmes of contractors Manages programme 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Detailed knowledge of Conditions of Contract and forms of tender Development and implementation of project charters Initiates 		
<p>6. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications, health and safety regulations. Communicates in appropriate style in the oversight of construction personnel.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Has detailed knowledge of construction and maintenance processes Able to deal effectively with contractual matters between the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identifies and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance and construction projects Reviews and approves the construction programmes of contractors Manages programme 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Detailed knowledge of Conditions of Contract and forms of tender Development and implementation of project charters Initiates 		

<p>7. 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.</p>	<p>Terms of Reference for projects</p> <ul style="list-style-type: none"> Facilitates compilation of Business Plan (BP) or Registration form 	<p>municipality and the contractors</p> <ul style="list-style-type: none"> Mitigates health, safety and environmental risks Manages quality and risk Oversees and manages medium sized projects Verifies project reports Evaluates and gives input during appraisal of tenders 	<p>implements corrective action</p> <ul style="list-style-type: none"> Liaises with client departments and contractors Manages project budgets and schedules effectively Liaises effectively with external authorities and other stakeholders on project specific issues 	<p>budgets and schedules</p> <ul style="list-style-type: none"> Negotiates with Client departments and stakeholders Oversees the commissioning and decommissioning of infrastructure Compile the capital programme of the municipality Develop and approve the construction programme Assess and approve scope and specification Manages the construction and capital programme of the municipality Manages grant funded programmes and applications and reporting 	<p>construction projects</p> <ul style="list-style-type: none"> Scheduling of contracts and milestones Development and design of variations and contingencies Dispute and conflict resolution Commissioning and retention management
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Detailed knowledge of technical specifications of elements within the system Detailed 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2, . Applies engineering knowledge, skills and experience to put infrastructure into service Manages junior 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multiple maintenance teams and depots Understands risk and guides the management of risk 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Manages a small to medium operations and maintenance department or a single discipline

	<p>and services.</p> <ul style="list-style-type: none"> Assists with identifying the replacement of infrastructure due to failure Participates in the generation of replacement and augmentation programmes Maintains infrastructure and supply systems Participates in the implementation of maintenance programmes Manages small maintenance teams Specifies specifications that are broadly defined 	<p>understanding of the operating rules and procedures</p> <ul style="list-style-type: none"> Can troubleshoot problems occurring within the system Mitigates health, safety and environmental risks Contributes to the construction, refurbishment or 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 Ensures that all activities are captured in the asset management 	<p>engineering personnel</p> <ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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
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			<p>systems and identifies replacement strategies</p>	<p>minimum disruption to municipal service provision</p> <ul style="list-style-type: none"> Manages depots and small rehabilitation teams 	<p>matters</p> <ul style="list-style-type: none"> Undertakes long term planning and forecasting of infrastructure requirements 	<ul style="list-style-type: none"> Initiates and ensures effective life cycle management of infrastructure and ensures effective handover of completed infrastructure Manages handover inspections, the compilation of snag lists and completion certificate issuance
Public Service Orientation						
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisations Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of 	<ul style="list-style-type: none"> 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 Wins concessions 	<ul style="list-style-type: none"> 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 Awareness of to how people and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Sensitive to how people and organisations function 	

	others	without damaging relationships	organisations function	
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Structures written documents in a logical framework 	<ul style="list-style-type: none"> • 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 • Communicates effectively with people at all levels 	<ul style="list-style-type: none"> • 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 • Uses language and style to capture the attention of the audience 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4
<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Has an understanding and appreciation of the service delivery imperative and its

			Manages community expectations within financial, technical and capacity constraints			demands on public servants
Management						
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 	
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	

CONTINUES ON PAGE 386 - PART 4



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 4 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to translate Directorate 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 • Organises resources and inspires others towards focused performance 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4
<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • 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 • Recognises the need 	<ul style="list-style-type: none"> • 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 individual's abilities and 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4

			<p>for and provides individuals with guidance on how to handle new or difficult situations</p>	<p>self-confidence</p> <ul style="list-style-type: none"> 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 	<p>and formulates and implements development plans, outlining specific performance measures.</p> <ul style="list-style-type: none"> 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 new or difficult situations 	
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13. ENVIRONMENTAL HEALTH

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Pest Control Operators.	Environmental Health Practitioner	Operational Manager Environmental Health Senior Environmental Health Practitioner	Manager Environmental Health
KNOWLEDGE	Environmental legislation and Law Enforcement By Laws	Environmental legislation and Law Enforcement By Laws and Acts	Environmental legislation and Law Enforcement By Laws and Acts	Environmental legislation and Law Enforcement By Laws and Acts

EXPERIENCE	Between 1 and 2 years relevant experience required	Between 2 and 3 years relevant experience required	Between 3 and 5 years relevant experience required	Between 5 and 8 years' relevant experience required
QUALIFICATION	Grade 10 National Certificate in Pest Control	National Diploma in Environmental Health Registration with Health Professional Council of South Africa	B Tech in Environmental Health Registration with Health Professional Council of South Africa	B Tech in Environmental Health Registration with Health Professional Council of South Africa
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
	Functional / Professional			
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.	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes 	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes 	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes 	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of the issues at hand in the environmental health sector and the regulatory statutes
2. Organizational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.	<ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful 	<ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful 	<ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful 	<ul style="list-style-type: none"> Demonstrates an understanding of how the municipality works. Is aware of the municipality's goals and objectives. Is diplomatic and tactful
3. 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.	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible 	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible 	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems 	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems

	solutions to certain problems	solutions to certain problems	problems	
<p>4. 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.</p>	<ul style="list-style-type: none"> solutions to certain problems Not applicable at this level. 	<ul style="list-style-type: none"> 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 Ensures work is accurate and complete 	<ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems 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 Ensures work is accurate and complete 	<ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems 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 Ensures work is accurate and complete
<p>5. Financial Management Drives optimisation of financial management of the municipality through use of standard operating procedure.</p>	<ul style="list-style-type: none"> Not applicable at this level. 	<ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Coordinate payment to the service providers and from the communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. 	<ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Coordinate payment to the service providers and from the communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act 	<ul style="list-style-type: none"> Shows initiative in suggesting possible solutions to certain problems Coordinate payment to the service providers and from the communities in items of fines and other corrective measures Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act

<p>6. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> Not applicable at this level 	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct basic data analysis 	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct data analysis 	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct data analysis
<p>7. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role 	<ul style="list-style-type: none"> Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role Understands the basic operating instructions for the relevant technology (both hardware and software) utilized in the department 	<ul style="list-style-type: none"> Demonstrates computer literacy and is competent in a number of software packages relevant to the role Understands the operating instructions for the relevant technology (both hardware and software) utilized in the department 	<ul style="list-style-type: none"> Demonstrates computer literacy and is competent in a number of software packages relevant to the role Understands the operating instructions for the relevant technology (both hardware and software) utilized in the department
Public Service Orientation				
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates a commitment to excellence 	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance enforcement related to the environment 	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance enforcement related to the environment 	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance enforcement related to the environment
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders
<p>3. Client Orientation and Customer Focus Understands the service needs of</p>	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear 	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear 	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear 	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication

192

<p>a client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>communication with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive 	<p>communication with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive 	<p>communication with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive • Supports hers to take personal responsibility to deliver excellent customer service 	<p>with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive • Supports others to take personal responsibility to deliver excellent customer service
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction 	<ul style="list-style-type: none"> • Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation 	<ul style="list-style-type: none"> • Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant environment health legislation
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers 	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers 	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates 	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates
<p>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.</p>	<ul style="list-style-type: none"> • Not required at this level 	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Implement a performance management system to measure compliance with service delivery plans • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance 	<ul style="list-style-type: none"> • Implement a performance management system to measure compliance with service delivery plans • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being

<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Shares information and collaborates easily with others 	<p>without being overbearing</p> <ul style="list-style-type: none"> Managing the operations of Staff to ensure that service delivery is provided in a productive manner 	<p>overbearing</p> <ul style="list-style-type: none"> Managing the Staff to ensure that service delivery is provided in a productive manner
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14. FIELD OFFICER

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited to)	Field Officers	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.	Knowledge of applicable legislation, the operational functions of Field Officer work, law enforcement and community facilitation.	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	Between 0 and 2 years' experience	Between 2 and 5 years of which at least 2 includes supervisory exposure	Between 5 and 8 years of which at least 2 includes supervisory exposure	More than 8 years including managerial experience
QUALIFICATION	Grade 10 Code 08 Drivers License Physical Fitness	Grade 12 Code 08 Drivers License Physical Fitness	Grade 12 Code 08 Drivers License Physical Fitness	A 3/4 year B-Degree in Public Administration or equivalent Code 08 Drivers License

FUNCTIONAL / PROFESSIONAL			
COMPETENCY LEVELS	1	2	3
			4
1. Controlling Illegal Activities Exercise control over illegal activities including community interaction, supervision, investigation and engagement	<ul style="list-style-type: none"> • Demonstrates the ability to patrol all Informal Settlements in a defined region • Notifying and reporting of illegal activities (i.e., invasions, unlawful occupations, demolitions and relocations • Must attend to complaints relating to illegal activities in informal settlements • Investigating such complaints 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Supervising shift patrols • Deployment of staff to deal with complaints • Community liaison and take preventative action • Supervises the destruction of unoccupied structures • Compiling reports and conducts research 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to conduct investigations in respect of illegal activities within informal settlements • The ability to be both pro-active and re-active to implement operational plans to curb illegal activities and growth in informal settlements
2. Legal Process Administration Ensure due process is followed with regard to the management of evictions.	<ul style="list-style-type: none"> • Demonstrates the competence to gather evidence of illegal activities, including statements, affidavits and photographs • Reports findings to supervisor • Attending court cases to deliver testimony and evidences 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Complying with the principles of the PIE, ESTA Act, National Building Regulations and the Constitution to avoid legal claims against the Municipality • Coordinates evictions • Coordinates administration of legal documentation • Complies with the Health and Safety Regulations 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Must be able to participate in legal proceedings • Must be able to coordinate processes of investigating • Report writing to senior management and propose recommendations • Able to keep legal records
3. Operational Support Provides basic operational support for basic municipal services to informal settlements.	<ul style="list-style-type: none"> • Reporting on basic municipal services required or the lack thereof • Patrolling Informal Settlements in respect of municipal services required / delivered 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Coordinating and aligning services and operational support with other departments during disasters 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • The ability to establish working relationships with different agencies to provide staff with protection when

	Supervising	settlements	operations occur
<p>4. Implementation of Relocations Ensure the relocation process is implemented in an informal settlement area to create space for land development.</p>	<ul style="list-style-type: none"> • Implementation of relocation processes within a specific informal settlement area to create space for temporary or new housing opportunities and emergency disaster relief. • Participates in Community meetings • Identifying and demarcating of target areas and groups for relocation • Collates beneficiary data • Submits relocation survey results • Notifies on operational restrictions for planned relocations • Completes all relevant documentation • Monitors tasks allocated to contract staff 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to access volatile situations and advising on matters whether to withdraw or intervene before violence occurs • Demonstrates knowledge of the requirements of the Health and Safety Act and its applicability 	<ul style="list-style-type: none"> • Must display in-depth knowledge of Health and Safety regulations, PIE and the Constitution as it relates to human rights and housing issues • Demonstrates competencies from level 1 to 3. • The ability to manage staff, and staff development, including legal training. • Demonstrates the ability to manage budgets and resources such as assets • Demonstrates the competence to comply with audit requirements, maintain budgetary controls and loss of Council equipment and stock • Must be able to coordinate human resources management functions and performance management of personnel

<p>5. Surveying Data Management Manage the data obtain from surveys in communities.</p>	<ul style="list-style-type: none"> Conducting door-to-door surveys and annual surveys to monitor new structures Participates in community meetings 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors tasks allocated to contract staff Able to manage information systems and manage informal settlement databases for record keeping and statistical analyses 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitors tasks allocated to contract staff Able to manage information systems and manage informal settlement databases for record keeping and statistical analyses Extract reports for statistical purposes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors tasks allocated to contract staff. Ability to facilitate and coordinate planning meetings and discussions with management, political structures, municipal officials, contractors, community leaders, law enforcement officials and legal resource centres.
<p>6. Disaster operations Implements operational plans for disasters.</p>	<ul style="list-style-type: none"> Monitors tasks allocated to contract staff Investigating and assessing the magnitude of disasters Liaison with Disaster Risk Management Officers regarding relief operations Register Fire / Flood / Xenophobic victims Issue relief kits to victims 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors tasks allocated to contract staff Able to implement the rehabilitation of disaster sites Able to implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitors tasks allocated to contract staff Able to implement the rehabilitation of disaster sites Able to implement operational plans to ensure that rehabilitation plans are executed and correctly demarcated 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors tasks allocated to contract staff Must be able to manage and register Fire / Flood / Xenophobic attacks Must be able to execute the planning of clean-up operations of affected areas
Public service orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the organisation Shows confidence in engagement with internal and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Convinces others of ideas without suppressing their views Acknowledge merits in others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Convinces others of ideas without suppressing their views Acknowledge merits in others

<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> • external stakeholders • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others 	<p>arguments and to incorporate in proposals where it is warranted</p> <ul style="list-style-type: none"> • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships 	<p>arguments and to incorporate in proposals where it is warranted</p> <ul style="list-style-type: none"> • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships
<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints 	<p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions with accurate and complete answers
Management				
<p>1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Fosters a strong sense of 	<p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Fosters a strong sense of

<p>and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>activities</p> <ul style="list-style-type: none"> Shows consideration towards others 	<p>confidence</p> <ul style="list-style-type: none"> Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<p>team belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<p>team belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> 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 Organises resources and inspires others towards focussed performance
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates Able to identify own development needs 	<ul style="list-style-type: none"> 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 Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<ul style="list-style-type: none"> 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 Constantly on the lookout for training opportunities for subordinates

15. FINANCE

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (include budgets and treasury, expenditure, revenue and SCM) (These are a guide and therefore not limited to)	Assistant Accountant	Accountant	Senior Accountant	Assistant Manager: Finance / Principal Accountant
KNOWLEDGE	<ul style="list-style-type: none"> Conducts work of a financial nature according to prescribed norms and standards under the general direction of an experienced accountant. Applicable local government legislation (e.g. MSA, MFMA) 	<ul style="list-style-type: none"> Conducts work financial nature according to prescribed norms and standards under the general direction of an experienced senior accountant. Applicable local government legislation (e.g. MSA, MFMA) 	<ul style="list-style-type: none"> Under general direction, independently performs more complex work of a financial nature. May supervise junior staff. Conducts work of financial nature according to prescribed norms and standards under the general direction of an experienced principal accountant. Leads, conducts and controls work according to prescribed norms and standards. Supervise. Applicable local government legislation (e.g. MSA, MFMA) 	<ul style="list-style-type: none"> Provides expert financial advice. Responsible for managing financial information according to prescribed norms and standards. May supervise and manage team responsible for the financial information. Applicable local government legislation (e.g. MSA, MFMA)
EXPERIENCE	Up to 2 years relevant experience required	Between 2 and 5 years relevant experience required	Between 5 and 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

200

QUALIFICATION*		specialist experience in a finance discipline.	
*National Treasury MFMA Municipal Minimum Competence training where applicable		A relevant 3 year post matric qualification with financial accounting as a major subject	A relevant 3 year post matric qualification with financial accounting as a major subject
COMPETENCY LEVELS		1	2
		COMPETENCIES	
		Functional / Professional	
		1	2
		3	4
<p>1. Accounting Establishes appropriate accounting systems for the organisation and ensures that the rules of GRAP and other good accounting practices are adhered to.</p>	<ul style="list-style-type: none"> • 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 • Performs basic tax calculations 	<ul style="list-style-type: none"> • 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 • Makes and records payments in accordance with financial policies and regulations • Maintains petty cash records • Accounts for cash and bank transactions 	<ul style="list-style-type: none"> • 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 • Calculates and interprets accounting ratios • Appreciates the limitations of accounting data as a basis for management action • Uses techniques such as time series and index numbers to interpret accounting data • Operates a cash management and credit control system • Advises on working capital policy and the management of debtors
			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to present and disclose financial statements • Ability to amend and review financial policies in accordance with prevailing norms and standards • Provides guidance to and supervises subordinates

		<ul style="list-style-type: none"> Accounts for goods and services supplied or received Prepares bank reconciliation statements Makes authorised payment claims and returns to external agencies Distinguishes between capital and operational expenditure 	and creditors	
<p>2. Procurement Manages the procurement process according to prevailing legislation, norms and standards.</p>	<ul style="list-style-type: none"> Procures goods and services in accordance with MFMA, SCM regulations and policies Maintains a database of approved vendors Reconciles physical stocks to accounting records 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Respond and report on queries from internal audit and auditor general management letter items
<p>3. Budgeting Establishes and manages credible budgets within legislative, political and administrative mandates.</p>	<ul style="list-style-type: none"> Prepares forecasts of income and expenditure Produces draft budget proposals Operates budgetary control systems 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to the planning and allocation of resources Prepares forecasts of income and expenditure Uses models to assess the sensitivity of elements in the cash budget 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitors the performance of responsibility centres against budget Collate and analyse information for budget purposes Document budget assumptions 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Prepare the budget aligned to the IDP and Treasury regulations Documents budget assumptions Revise budget and prepare adjustment budget
<p>4. Financial Management Drives optimisation of financial management of the municipality through use of standard</p>	<ul style="list-style-type: none"> Makes & records payments in accordance with financial policies & regulations Maintains petty cash records 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Contributes to cost management by 'value analysis' 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Understands quality control methods 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages accounting information systems

<p>operating procedures.</p>	<ul style="list-style-type: none"> • Accounts for cash and bank transactions • Accounts for goods and services supplied or received • Prepares bank reconciliation statements • Distinguishes between capital and operational expenditure • Records payroll transactions 	<ul style="list-style-type: none"> • 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 • Generates and interprets performance indicators 	<ul style="list-style-type: none"> • Explains and evaluates strategic financial management issues • Generates and interprets performance indicators 	<ul style="list-style-type: none"> • 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 • Collates information about maintenance of financial systems
<p>5. Costing Ability to produce costing based on best-practice, political imperatives and standardise processes.</p>	<ul style="list-style-type: none"> • Prepares and presents standard cost reports • Analyses usage and price variances 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands costing concepts and advise on the management of costs • Interprets cost data, including the use of overhead rates • Understand 'activity-based costing' and the use of cost drivers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Promotes the importance of knowledge sharing within own area, • Uses marginal costing in formulating pricing policies • Advises on cost classification, behaviour and allocation methods 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes procedures for standard costing systems • Evaluate cost classification, behaviour and allocation methods • Establish marginal costing and develop pricing related policies
<p>6. Financial Reporting Ability to identify overall objectives of financial reporting, specific information needs of stakeholders & the general information needs of others.</p>	<ul style="list-style-type: none"> • 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 • Locates & retrieves recorded 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Prepares reports and returns for outside agencies • Produces spreadsheets for the analysis of numerical information • Presents information in graphical, diagrammatic or tabular formats 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Reviews reports and returns for external stakeholders • Drafts reports to external stakeholders in line with prescribed legislation 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Analyse and interpret reports to external stakeholders in line with prescribed legislation

<p>7. Financial Process Management Ability to support an effective, economic and efficient finance function through financial processes</p>	<p>details or requested items from a computer system</p> <ul style="list-style-type: none"> Apply policies and procedures in financial process management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages the control of assets according to policies and procedures Assists in managing assets according to policies and procedures 	<ul style="list-style-type: none"> 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 Implements finance strategies Implements financial policies and systems Contributes to multi-year revenue and expenditure forecasts Implements multi-year revenue and expenditure forecasts 	<ul style="list-style-type: none"> 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 Development of sustainable strategies to address revenue shortfalls
<p>Public Service Orientation</p>				
<p>1. Interpersonal Relationships</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3.

<p>The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 Encourages and considers inputs of others 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<ul style="list-style-type: none"> 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
<p>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.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> 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 Structures written documents in a logical framework 	<ul style="list-style-type: none"> 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 Communicates effectively with people at all levels 	<ul style="list-style-type: none"> 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 Uses language and style to capture the attention of the audience
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public Understands and articulates community needs in sector 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media

Management				
<p>municipal processes in order to achieve municipal goals.</p>			<ul style="list-style-type: none"> plans Manages community expectations within financial, technical and capacity constraints 	
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorate goals into objectives for the unit and gains commitment for these goals from his team Provides a clear sense of

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Understands requirements for professional development of staff 	<p>purpose and focuses on successful completion of objectives</p> <ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance • 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 • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
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16. FORENSIC

LEVELS	1	2	3	4	5
TYPICAL CAREER STREAM (These are a guide and therefore not limited.)	Assistant Forensic Specialist	Forensic Specialist	Senior Forensic Specialist	Principal Forensic Specialist	Assistant Manager Forensics / Manager Forensics
KNOWLEDGE	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	<ul style="list-style-type: none"> Conducts more complex forensic audits and investigations. Manages a team of forensic specialists.
EXPERIENCE	Up to 2 years relevant experience	Between 2 and 5 years relevant experience	Between 5 and 8 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	8 years of which 2 years at management level
QUALIFICATION	A relevant 3 year qualification in Finance, Audit, Legal or Information Technology	A relevant 3 year qualification in Finance, Audit, Legal or Information Technology	A relevant 3 year qualification in Finance, Audit, Legal or Information Technology	A relevant 3 year qualification in Finance, Audit, Legal or Information Technology	A relevant 3 year qualification in Finance, Audit, Legal or Information Technology
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Functional / Professional					
1. Forensic Audit Able to apply key principles of fraud risk management to the organisation in order to	<ul style="list-style-type: none"> Contributes to the conduct of forensic audit assignment Prepares draft audit 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Translates objectives 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Determines and 	<ul style="list-style-type: none"> Demonstrates and apply competencies from levels 1 to 3. Evaluates forensic 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>evaluate internal controls, minimise fraud risks.</p>	<ul style="list-style-type: none"> queries. Records and evaluates systems using symbols, flowcharts, checklists, etc. Uses audit testing techniques, e.g. vouching, re-performance, confirmation, etc. Maintains working papers Uses forensic auditing techniques in an forensic assignment Understands the responsibilities, functions and qualities of the municipality Understands the role and responsibilities of the all assurance providers. Understands the procedures for obtaining audit evidence in accordance with the norms and standards. 	<ul style="list-style-type: none"> into specific plans. Determine and explains fraud risk assessment techniques. Contributes to forensic audit assignment. Prepares draft forensic audit reports. Understands control principles, such as separation of functions Records and evaluates systems using symbols, flowcharts, checklists, etc. Uses audit testing techniques per the norms and standards. Maintains forensic audit files and working papers Understands the procedures for obtaining forensic audit evidence. Understands the process of reporting forensic audit findings. Understands control principles, such as separation of functions. 	<ul style="list-style-type: none"> explains fraud risk assessment techniques Contributes to the planning of an forensic audit assignment Apply control principles, such as separation of functions. Review and evaluates systems using symbols, flowcharts, checklists, etc. Co-ordinates efforts with other assurance providers. Understands the role and responsibilities of the internal audit function. Implement the procedures for obtaining audit evidence Implement the process of reporting forensic audit findings per the norms and standards. Establishes appropriate controls all accounting environment 	<p>reports and recommend remedial actions to senior management or client departments.</p> <ul style="list-style-type: none"> Cognisant of the industry, micro and macro environment relating to fraud trends. 	
<p>2. Written Communication The ability to communicate complex forensic information in understandable documents</p>	<ul style="list-style-type: none"> Prepares considered, high quality draft written communications including 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Prepares clear and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Takes primary 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Takes management 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

for specific audiences.	<p>correspondence, pleadings, legal memoranda and legal opinions</p> <ul style="list-style-type: none"> • Proofreads documents accurately with close attention to detail 	<p>concise documents that require few modifications</p> <ul style="list-style-type: none"> • Effectively communicates in writing 	<p>responsibility for correspondence, pleadings, legal memoranda and legal opinions</p> <ul style="list-style-type: none"> • Prepares documents with minimal review by supervising forensic practitioner • Effectively collaborates on larger written projects with colleagues 	<p>responsibility for reviewing and editing less experienced practitioners' work</p>
<p>3. Oral Communication The ability to articulate complex legal concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> • Expresses views, advice and legal positions effectively and appropriately on straightforward matters both within and outside municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Effectively and appropriately advocates positions orally within municipality on complex matters 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Effectively and appropriately advocates positions orally on complex and sensitive matters both within municipality and outside municipality • Demonstrates effective oral presentation skills for discrete topics and issues • Advocates capably on behalf of clients and municipality both within and outside the municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Demonstrates effective oral presentation skills for complex and sensitive topics and issues
<p>4. Research and Analysis Ability to break a forensic problem into component parts, identify key issues, locate authority in the form of</p>	<ul style="list-style-type: none"> • Identifies relevant issues and facts • Locates authority and/or case law relevant to the issue 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and analyses complex fact 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Manages fact-finding and delegates research to 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Critically evaluates analyses prepared by
			<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>statute and case law and compile cogent legal arguments to support a position.</p>	<ul style="list-style-type: none"> • Applies authority to the facts at hand 	<p>patterns and legal concepts</p> <ul style="list-style-type: none"> • Identifies additional relevant issues that need to be addressed • Generates practical ideas and solutions to address issues presented • Communicates ideas and solutions to supervisor • Completes tasks efficiently, recognising appropriateness of time and costs 	<p>other forensic practitioners, giving clear, organised assignments</p> <ul style="list-style-type: none"> • Organizes and synthesises work, including the work of others, into a complete, considered analysis • Provides practical advice to clients based on analysis • Prioritises alternative courses of action based on research and analysis 	<p>others</p> <ul style="list-style-type: none"> • Develops advice and solutions based on these analyses • Communicates advice and solutions clearly to clients and others 	
<p>5. Advocacy /Negotiation The ability to develop and present client or Municipality's interests in appropriate forums, presenting and negotiation the best possible outcomes.</p>	<ul style="list-style-type: none"> • Understands positions, conclusions and recommendations to supervisors 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Displays an understanding of fundamental advocacy and negotiation principles • Applies advocacy and negotiation principles toward achieving client objectives 	<ul style="list-style-type: none"> • 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 • Displays creativity in reaching solutions that accomplish client objectives 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Demonstrates a range of advocacy/negotiating skills and strategies • Applies these skills and strategies to obtain optimal results for clients 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Understands and follows municipal policies, including Code of Ethics and Conduct. Able to identify fraud risks involved in alternative courses of action. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and evaluates risks involved in alternative courses of action Recommends appropriate course of action to supervising practitioners. 	<ul style="list-style-type: none"> 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 behavior Makes preliminary decisions and recommendations on difficult ethical issues. Recommends a course of action based upon evaluation of relevant facts, issues and risks. Advocates for a recommendation demonstrates how the recommendation will achieve desired objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>7. Organisational Awareness 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>	<ul style="list-style-type: none"> Understands how the business unit functions Basic knowledge about the municipality. Basic knowledge of the local government environment Knowledge of the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands and is able to communicate the municipality's priorities and goals. In-depth knowledge of 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Contributes to shaping the departmental specific goals and priorities. Well-developed knowledge of relevant 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Contributes to shaping the Municipality's sector specific goals and priorities. Contributes to shaping 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

212

	<p>municipality's priorities and goals.</p> <ul style="list-style-type: none"> Operates within of the municipality's policies and procedures. Awareness of the issues impacting service delivery. 	<p>municipality's policies and procedures.</p> <ul style="list-style-type: none"> Understands priorities, goals and issues within local government sector. Understands and applies the regulatory framework applicable to local government within specific functional area. Knowledge of the issues impacting service delivery. 	<p>municipal legislation.</p> <ul style="list-style-type: none"> Contributes toward addressing the departmental service delivery challenges. 	<p>the Municipality's policies and procedures.</p> <ul style="list-style-type: none"> In-depth knowledge of relevant municipal legislation. In-depth knowledge of the Municipality's challenges in delivering municipal services. 	
Public Service Orientation					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality. (Client Orientation and Customer focus)</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others effectively Acknowledges contributions of others 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> 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 	<p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> 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 how people and municipalities function 	<p>Demonstrates competencies from levels 1 to 4.</p> <ul style="list-style-type: none"> Sensitive to how people and municipality function 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 problem promptly, without being defensive

<p>2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of other.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> 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 Structures written documents in a logical framework 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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 Communicates effectively with people at all levels 	<ul style="list-style-type: none"> 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 Uses language and style to capture the attention of the audience 	<ul style="list-style-type: none"> Supports others to take personal responsibility to deliver excellent customer service Demonstrates competencies from previous levels
<p>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.</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Engages effectively with general public Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Speaks effectively on service delivery matters to the media 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	

Management					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Effectively influences senior management 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Uses influence to achieve objectives 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>2. People Management and Empowerment The ability to harness the skills and expertise of staff within their unit to achieve the municipality's goals in the most efficient and effective manner, giving consideration to performance, skills, productivity, conflicts and capabilities.</p>	<ul style="list-style-type: none"> • Understands the need for productivity, delivery and performance 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Seeks opportunities to increase personal contribution and level of responsibility • Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Assigns clearly defined tasks to subordinates • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient • Identifies and harnesses talented employees 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Knowledge of labour and employment legislation and regulations • Able to manage and 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 • Assists in the recruiting, developing and retention of talented staff 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4. • Gives direction to the team in realising the municipality's strategic objectives • Delegates and empowers others to increase contribution and level of responsibility and accountability • Applies labour and employment legislation and regulations consistently • Facilitates team goal setting and problem solving • Recognises individuals and teams and provides

	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 	<p>developmental feedback in accordance with performance management principles</p> <ul style="list-style-type: none"> Deals with labour matters Identifies competencies required and suitable resources for specific tasks Displays personal interest in the well-being of colleagues Manages conflict through a participatory transparent approach
<p>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.</p>					<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>4. Direction Setting The ability to create a clear sense of common purpose</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

216

<p>and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<ul style="list-style-type: none"> • Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> • Good at establishing clear direction 	<ul style="list-style-type: none"> • 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 • Organises resources and inspires others towards focused performance 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>5. 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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 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 • Understands requirements for professional development 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

			of staff	<ul style="list-style-type: none"> individuals learning style Recognises the need for and provides individuals with guidance on how to handle new or difficult situations 	
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17. GIS AND GEOSCIENCE

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guide and therefore not limited.)	GIS Operator / GIS Analyst / Geomatics Technician	Senior GIS Analyst Technician/Technologist Senior Geomatics Technician	Principal GIS Analyst Technologist / Principal Geomatics Technician	Head of GIS, GIS Manager Head Geomatics / Geomatics Manager
REGISTRATION	N/A	Registration as GISc Technician/Technologist with SAGC (membership with SAGI or GISSA should be encouraged) Registration optional	Registration as GISc Technologist with SAGC (membership with SAGI or GISSA should be encouraged) Registration optional	Registration as GISc Professional with SAGC (membership with SAGI or GISSA should be encouraged)
KNOWLEDGE	Applies basic concepts and knowledge to aspects within the GIS discipline. Assists the senior GIS Analyst 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 GIS discipline and provides specialist advice to clients. Assists the Technologist with functions such as data capture, data manipulation, spatial modelling, data management, map production etc.	As per previous level and performs the full range of activities within the discipline or functional area within the GIS discipline. Could supervise a number of staff and/ mentor other professionals	As per previous level. Manages a team of senior professionals.
EXPERIENCE	Between 1 and 2 years' relevant experience required	Between 2 and 5 years' relevant experience required	Between 5 and 8 years' relevant experience required	Between 5 and 8 years' relevant post qualifying experience covering all aspects of the geomatics function.

QUALIFICATION	A relevant professional qualification	A relevant professional qualification	A relevant professional qualification	A relevant professional qualification
COMPETENCY LEVELS	1	2	3	4
	FUNCTIONAL / PROFESSIONAL			
1. Data Capture Collecting, capturing and exchanging data from various formats and sources.	<ul style="list-style-type: none"> Demonstrates knowledge of capture methods for primary spatial data. Develops a basic understanding of GIS data structures for data acquisition. Understands data quality and metadata. Able to capture geo-information from secondary data sources Demonstrates knowledge of sources for spatial data. Demonstrates basic understanding of GPS data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to assess fitness for use of spatial data. Able to use field data capture devices. Able to capture geo-information from secondary data sources. Supervises the capture of geo-information from secondary data sources Plans and checks the capture of geo-information from secondary data sources. Demonstrates knowledge of sources for spatial data. Demonstrates basic understanding of GPS data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates a thorough knowledge of GIS/GPS technology. Creates a standard operating procedure for geo-information data capture. Captures spatial data for Geographical Information System (GIS) using a single-phase Global Navigation Satellite System (GNSS) Understands issues that influence the quality of data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ensures compliance with SDI in terms of metadata Ensures compliance to corporate spatial standards and workflow.
2. Data Exchange Manipulate, Analyse and visualise the data to meet the stated requirement.	<ul style="list-style-type: none"> Understand various spatial and attribute data transfer formats Select a map projection and transform data between projections or ellipsoids 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Collect and capture metadata for spatial data. Understand spatial data transfer protocols Understand concepts and processes of data conversion. Perform data generalisation and aggregation. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Perform life-cycle management of spatio-temporal data. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ensures compliance with SDI in terms of metadata Ensures compliance to corporate spatial standards and workflow.

<p>3. Database Design & Management The ability to manage, design and implement databases.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of computer database management systems • Develop simple SQL queries. • Be aware of the principles of spatial data in database • Develop simple local personal database e.g. file geo database, etc. 	<ul style="list-style-type: none"> • Assess fitness for use of spatial data • Demonstrates competencies from level 1. • Demonstrates an understanding of general database theory. • Design and develop a simple database. • Use the SQL language to create, modify, query and manage a database application • Design a database for inclusion of spatial components. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Design and develop a database application. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3
<p>4. Professional Practice The ability to operate as a GISc professional within own discipline and within the context of the municipality and other professions toward a holistic solution.</p>	<ul style="list-style-type: none"> • Apply efficient time management to the work of a department/division/section • Manage a work process. • Respond to a request for proposal • Adheres to the Geomatics Professions Act 19 of 2013 • Spatial Data Infrastructure Act, Deeds Registry Act and Access to Information Act • Adhere to Municipality of Cape Town policies and standards 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Develop, implement and manage a project or activity plan. • Participate in the clarification of issues regarding a consulting engagement • Adhere to Best Practice guidelines, 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes • Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division • Oversee the professional execution of daily functions • Evaluate and apply the processes of planning and control as it relates to corporate strategy, budgeting, pricing decision, standard costing and decentralised control. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3
<p>5. GIS Systems and Software Ability to utilise GIS systems and software and adapt them to the specific</p>	<ul style="list-style-type: none"> • Complete an original, basic GIS project under supervision • Apply basic 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates GIS Software 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Customise a generic GIS to an 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3

<p>task at hand.</p>	<p>Geographic Information System (GIS) software functions</p>	<p>skills with advantaged GIS tools</p>	<p>individual specification</p>	
<p>6. Image Analysis The ability to process remote images via computers: image processing, physical principles of remote sensing, spatial statistics, prediction and simulation.</p>	<ul style="list-style-type: none"> Understand the basic principles of Remote Sensing Imagery. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates a capability of visual image interpretation of the real world Administer the image acquisition process Analyse the effect of damage on imagery Analyse an image acquired by an active sensor Understand and apply the process of image mosaicking. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Design Geographical Positioning Systems/Geographical Navigation Satellite Systems assisted photography Understand the basic principles of Remote Sensing Imagery. Acquire Remote Sensing Imagery Investigate and interpret the theory relating to remote sensing including aerial cameras Collate information into a structured image analysis report 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3
<p>7. Spatial Awareness Visual perception, graphical, cartographic communication (including information sense-making, information use and information-knowledge transformation)</p>	<ul style="list-style-type: none"> Work with map projections. Demonstrates an understanding of the basic principles of spatial data. Demonstrates an understanding of topology for storing spatial data 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Demonstrates an ability to read maps. Understand data relationships and how to deal with spatial queries Awareness of spatial queries, joins and relationships 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Select a map projection for cartographic design and production. Demonstrates an understanding of the basic principles of spatial data and data relationships 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3
<p>8. Spatial Analysis The ability to perform spatial and hybrid queries and build cartographic models.</p>	<ul style="list-style-type: none"> Perform basic spatial and hybrid queries under supervision. Understand concepts and theory of networks 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Process and or create simple cartographic models under supervision Demonstrates a basic understanding of spatial modelling in GISc. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Build automated standard data queries between data sets 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3

	<ul style="list-style-type: none"> • Perform spatial error analysis • Understand concepts and theory of cartographic modelling. • Perform basic 2.5D vector surface queries under supervision. • Perform basic queries of existing networks under supervision. • Understand concepts and theory of networks. • Create Schematic Diagrams 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Apply the principles of creating a computer program using a procedural programming language in a GUI environment • Apply the principles of creating a computer program using an OOP language in a GUI environment • Apply the principles of creating a computer programs containing advanced algorithms using a procedural programming language 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Apply the principles of creating a computer program using a procedural programming language in a GUI environment • Apply the principles of creating a computer program using an OOP language in a GUI environment • Apply the principles of creating a computer programs containing advanced algorithms using a procedural programming language 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3
<p>9. Information Technology Ability to use information technology principles and techniques to build programmes within the GIS environment.</p>	<ul style="list-style-type: none"> • Apply the principles of resolving problems for single-user and multi-user computer operating systems 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Apply the principles of Computer Programming • Describe the difference between programming in object orientated and Procedural languages • Create database access for a computer application using structured query language 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates an ability to read maps • Demonstrates an understanding of the basic principles of spatial data • Working with map projections • Demonstrates an understanding of 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3
<p>10. Spatial Awareness Visual perception, graphically, cartographic communication (including information sense-making, information use and information-knowledge transformation)</p>	<ul style="list-style-type: none"> • Understanding of map projections • Demonstrates an understanding of the basic principles of spatial data • Demonstrates an understanding of topology for storing spatial data • Understand data 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates an ability to read maps • Demonstrates an understanding of the basic principles of spatial data • Working with map projections • Demonstrates an understanding of 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Work with and editing of map projections • Select a map projection for cartographic design and production • Read hard copy maps • Demonstrates an understanding of 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3

	relationships and how to deal with spatial queries	of topology for storing spatial data	the basic principles of spatial data and data relationships	
<p>11. Consultancy Services 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 GIS, land management and Geomatics.</p>	<ul style="list-style-type: none"> The types of problems, risks and issues that may arise during each phase of the consultancy cycle The importance of agreeing a clear contract with clients The need for the planning, timing and managing of consultancy interventions Managing the use of resources Managing client expectations Forms of reporting Importance of confidentiality when dealing with sensitive information Be able to articulate complex methodologies into layperson/other professional language 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Preparing consultancy service plans Preparing client briefs Update reports to clients Negotiating client contracts Dealing with ethical dilemmas Keeping appropriate records 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Providing reports containing strategic advice and recommendations to a range of clients Presenting to clients Implementing consultancy intervention Building of an external relations and partnership framework 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3
Functional competencies for the geomatics stream				
<p>1. Geo-Spatial Data Collection Collection of data relating to the earth's surface by using various data capture techniques including LIDAR, IFSAR, aerial photography and other primary</p>	<ul style="list-style-type: none"> Full awareness of data capture techniques and the knock on effects regarding accuracy and precision 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. A good understanding of error sources, probability and statistical analysis according to 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Explaining complex mapping/surveying issues to clients 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3

<p>data capture techniques to ground control using GPS and/or traditional techniques.</p>	<ul style="list-style-type: none"> Understanding the issues around visual representation of spatial data and its relationship with data capture techniques Understand scalability, fitness for purpose and accuracy constraints Use data capture instrumentation and technology and use checking techniques Understand data quality and checking criteria 	<ul style="list-style-type: none"> your area of practice Being fully conversant with modern GPS, survey instrumentation, LIDAR and Aerial Imaging Sensors Using survey industry standard software, photogrammetry systems and post processing techniques Being conversant with the concept of 3D building modelling 	<ul style="list-style-type: none"> Responding to client needs appropriately Being fully conversant with all Geomatics specifications and guidance according to your area of practice Understanding survey contracts and specifications (in conjunction with senior colleagues) 	
<p>2. Land Surveying This competence covers aspects of both topographic and engineering surveying. It involves the collection, processing, analysis and dissemination of geospatial data.</p>	<ul style="list-style-type: none"> Collecting and quality controlling spatial data for control networks and/or topographic detail surveys Collecting and/or manipulate data for a specific use within a Geographic Information System Staking out spatial data for engineering applications using modern survey instrumentation Undertake precise leveling surveys 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> 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 Undertaking post-process GNSS observations and performing adjustments within a network Performing datum transformations and understanding the relationship between local datum and global datum's such as WGS84 Being involved in project initiation and execution as Senior Surveyor including 	<p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> Assuming full responsibility for the initiation of a survey in accordance with the approved project specific and standard survey procedures, customer requirements and technical specifications Sourcing, managing and assessing survey contractors performing work on behalf of the municipality Advising clients on national legislation and its influence on survey activities Installing precise survey control networks according to engineering requirements Planning and undertaking of deformation analysis projects 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3

<p>3. Measurement of Land and Property Data capture and surveying/measurement of land. Relating to land survey, cadastral survey and measured building survey.</p>	<ul style="list-style-type: none"> • Be aware of all checking procedures and be able to ascertain the suitability of different instrumentation and measurement techniques • Understand the principles of error sources • Understand data capture techniques and limitations of use • Understand and use different basic survey instrumentation (EDM's, automatic levels, lasers, etc.) • Understand the principles of data representation and the use of appropriate data capture techniques to achieve survey output • Understand principles of Bench Marks, Reference 	<ul style="list-style-type: none"> • assessment of survey requirements, equipment specifications and suitability • Conducting engineering surveys to, provide dimensional control, setting out and QA checks for the construction industry • Being fully conversant with modern survey instrumentation and understand quality control measures 	<ul style="list-style-type: none"> • Monitoring of building and structural movements according to specific time lines 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Being fully conversant with all Geomatics specifications and guidance and other guidance as appropriate • Undertaking boundary relocations • Undertake stake-out surveys in relation to cadastral boundaries • Understand basic principles relating to sectional title plans and Land Surveyor Certificates • Appreciating all legislative issues such as health and safety • Advising an appropriate data capture techniques • Explaining complex survey data capture techniques and terminology to clients • Describing the principles of meta data and property data information and compatibility
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Using advanced data capture instrumentation such as reflectorless EDM, GPS, handheld GIS data capture tools, etc. • Understanding the principles of measured building surveying and its outputs • Understanding the differences between different data capture techniques and their fitness for purpose • Producing final output and utilising post processing techniques • Understand implications of servitudes • Understand basic relationship between cadastral and deeds records • Understanding specifications 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Being fully conversant with all Geomatics specifications and guidance and other guidance as appropriate • Undertaking boundary relocations • Undertake stake-out surveys in relation to cadastral boundaries • Understand basic principles relating to sectional title plans and Land Surveyor Certificates • Appreciating all legislative issues such as health and safety • Advising an appropriate data capture techniques • Explaining complex survey data capture techniques and terminology to clients • Describing the principles of meta data and property data information and compatibility 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Being fully conversant with all Geomatics specifications and guidance and other guidance as appropriate • Undertaking boundary relocations • Undertake stake-out surveys in relation to cadastral boundaries • Understand basic principles relating to sectional title plans and Land Surveyor Certificates • Appreciating all legislative issues such as health and safety • Advising an appropriate data capture techniques • Explaining complex survey data capture techniques and terminology to clients • Describing the principles of meta data and property data information and compatibility 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3

	Marks, Block Corners, TSMs and Trig Beacons	and regulations		
	<ul style="list-style-type: none"> Understand basic information on Diagrams and General Plans 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Using post processing survey/mapping software competently Using and editing of digital terrain models, digital elevation models and 3D models Capturing and editing of 3D building models Understanding the principles of data integration and compatibility, integrating different data sets to achieve client needs Understanding scalability in the context of both mapping and user requirements Using imagery software and GIS data capture tools 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Using all forms of survey/mapping/imagery contracts competently and describing the nuances of each (i.e. accuracy/fitness for purpose issues) Being fully conversant with the production of digital terrain models, digital elevation modelling and data integration techniques (overlying OS map layers with surveyed topographical data for example) Being fully conversant with all Geomatics specifications and guidance in relation to mapping Explaining complex mapping issues to clients and discerning their 'actual' needs 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3
<p>4. Geo-Spatial mapping & modelling</p> <p>The production of digital evaluation models, digital terrain models, 3D modelling or any form of geographical output including GIS data capture and output.</p>	<ul style="list-style-type: none"> Full awareness of data capture techniques and the knock on effects regarding accuracy and precision Awareness of instrument checking techniques Awareness and understanding of the basic principles of geodesy and its application to mapping according to your area of practice Knowledge and use of basic survey software 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Interpreting of specifications Setting up equipment – resolving interior and exterior orientations Providing ground control – aerial triangulation Digital Surface Modelling – 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Providing of reasoned advice on tenders and contracts Comparing and advising on benefits of alternative methodology Project design and drafting of quality plans and method 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3
<p>5. Remote Sensing & Photogrammetry</p> <p>Using photographs and digital imagery to provide information about the Earth's surface and changes which occur within the landscape; making precise measurements on the imagery to model, in three dimensions, the landscape and features or structures on</p>	<ul style="list-style-type: none"> Understanding the principals of photogrammetry Camera geometry – scales, precision, ground sample distance Properties of photography – principal point, radial properties 			

<p>the Earth's surface.</p>	<ul style="list-style-type: none"> • Conducting Photogrammetric measurements (2D or 3D) from photographs or imagery stored electronically • Understanding the basic principles of remote sensing • Sensors – geometric characteristics • Image processing • Understanding the types of imagery, the source of acquisition, and their practical application • Remote sensed data – infra-red, panchromatic, colour, thermal • Stereo photography and the requirements to achieve 3D measurement • Oblique photography • Ortho-photography (true, Ortho-rectified, Geo-rectified) • Demonstrates a capability to perform visual image interpretation of prescribed aspects of the real world • Analyze the effect of damage on imagery • Analyze an image acquired by an active sensor 	<p>techniques</p> <ul style="list-style-type: none"> • 3D data capture • Collate information into a structured image analysis report 	<p>statements</p> <ul style="list-style-type: none"> • Project and contract management • Producing reports, error detection and analysis • Administer the image acquisition process • Understand and apply the process of image mosaicing • Investigate and interpret the theory relating to remote sensing including aerial cameras 	
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<p>6. Spatial Awareness Visual perception, graphicacy, cartographic communication (including information sense-making, information use and information-knowledge transformation)</p>	<ul style="list-style-type: none"> • Understanding of map projections • Demonstrates an understanding of the basic principles of spatial data • Demonstrates an understanding of topology for storing spatial data • Understand data relationships and how to deal with spatial queries 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates an ability to read maps • Demonstrates an understanding of the basic principles of spatial data • Working with map projections • Demonstrates an understanding of topology for storing spatial data 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Work with and editing of map projections • Select a map projection for cartographic design and production • Read hard copy maps • Demonstrates an understanding of the basic principles of spatial data and data relationships • Demonstrates an understanding of topology for storing spatial data • Awareness of spatial queries, joins and relationships 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3
<p>7. Consultancy Services 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 GIS, land management and Geomatics.</p>	<ul style="list-style-type: none"> • The types of problems, risks and issues that may arise during each phase of the consultancy cycle • The importance of agreeing a clear contract with clients • The need for the planning, timing and managing of consultancy interventions • Managing the use of resources • Managing client expectations • Forms of reporting • Importance of confidentiality when dealing with sensitive information 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Preparing consultancy service plans • Preparing client briefs • Update reports to clients • Negotiating client contracts • Dealing with ethical dilemmas • Keeping appropriate records 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Providing reports containing strategic advice and recommendations to a range of clients • Presenting to clients • Implementing consultancy intervention • Building of an external relations and partnership framework 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3

Public service orientation			
	<ul style="list-style-type: none"> Be able to articulate complex methodologies into layperson/other professional language 		
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality Shows confidence in engagement with internal and external stakeholders Encourages and considers inputs of others 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships
<p>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.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> 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 Structures written documents in a logical framework 	<ul style="list-style-type: none"> 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

<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Engages effectively with general public 	<ul style="list-style-type: none"> • 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 	<p>levels</p> <ul style="list-style-type: none"> • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media
<p>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.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • 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 with the client service vision.
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> • Demonstrates competencies from

<p>in others and be able to influence others effectively.</p>	<p>professional</p>	<ul style="list-style-type: none"> Commands respect from peers and managers 	<ul style="list-style-type: none"> Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<p>level 1 to 3.</p> <ul style="list-style-type: none"> Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team Shows consideration towards others Able to work in a multi-disciplinary team Shows initiative and confidence in dealing with others Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction 	<ul style="list-style-type: none"> 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

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing • Actively renews own personal skills and applies them in a productive way in the work environment 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 new or difficult situations 	<ul style="list-style-type: none"> • 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 • Understands requirements for professional development of staff 	<ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives • Organises resources and inspires others towards focused performance
			<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> Ensure all registered personnel comply with the Continual Professional Development (CPD) requirements
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18. HEALTH: PHARMACY

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited.)	Operational Manager Pharmacy	Manager Pharmacy		
KNOWLEDGE	Knowledge of latest legislation pertaining to pharmaceutical services	Knowledge of latest legislation pertaining to pharmaceutical services		
EXPERIENCE	Relevant 2 to 3 years' experience	Relevant 5 years' experience		
QUALIFICATION	B Pharmacy Degree Registration with the Health Professional Council	B Pharmacy Degree Registration with the Health Professional Council		
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
1. Communication The capacity to listen attentively, grasp issues, present information in a clear	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of 	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Shows an understanding of 		

<p>manner and respond appropriately to verbal and written communication of others.</p>	<p>the issues at hand in the environmental health sector and the regulatory statutes</p>	<p>the issues at hand in the environmental health sector and the regulatory statutes</p>		
<p>2. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of how the utilisation works. • Is aware of the municipality's goals and objectives. • Is diplomatic and tactful 	<ul style="list-style-type: none"> • Demonstrates an understanding of how the utilisation works. • Is aware of the municipality's goals and objectives. • Is diplomatic and tactful 		
<p>3. 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.</p>	<ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems • Knows when to refer problems to superior for resolution. • Shows initiative in suggesting possible solutions to certain problems 	<ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines including legislation and regulations when solving problems • Knows when to refer problems to superior for resolution. • Shows initiative in suggesting possible solutions to certain problems 		
<p>4. 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.</p>	<ul style="list-style-type: none"> • 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 • Ensures work is accurate and complete 	<ul style="list-style-type: none"> • 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 • Ensures work is accurate and complete 		
<p>5. Financial Management Drives optimisation of financial</p>	<ul style="list-style-type: none"> • Coordinate payment to the service providers and from 	<ul style="list-style-type: none"> • Coordinate payment to the service providers and from the 		

<p>management of the municipality through use of standard operating procedures.</p>	<ul style="list-style-type: none"> the communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act 	<ul style="list-style-type: none"> communities in items of fines and other corrective measures. Demonstrates the understanding of the supply chain management of the municipality. Understanding of the Municipal Finance Management Act 		
<p>6. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct data analysis 	<ul style="list-style-type: none"> Captures data accurately, checking for accuracy Able to conduct data analysis 		
<p>7. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> Demonstrates computer literacy and is competent in a number of software packages relevant to the role Understands the operating instructions for the relevant technology (both hardware and software) utilised in the department 	<ul style="list-style-type: none"> Demonstrates computer literacy and is competent in a number of software packages relevant to the role Understands the operating instructions for the relevant technology (both hardware and software) utilised in the department 		
Service Delivery Orientation				
<p>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</p>	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance 	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Coordination, investigation, monitoring, evaluation, reporting and compliance 		

achieve municipal goals.	enforcement related to the pharmaceutical services	enforcement related to the pharmaceutical services		
2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.	<ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> Relates to people at all levels of the organization Shows confidence in engagement with internal and external stakeholders 		
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.	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication with clients regarding mutual expectations Corrects problem promptly, without being defensive Supports others to take personal responsibility to deliver excellent customer service 	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication with clients regarding mutual expectations Corrects problem promptly, without being defensive Supports others to take personal responsibility to deliver excellent customer service 		
Management				
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.	<ul style="list-style-type: none"> Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant pharmaceutical services, guidelines norms and standards relevant to the pharmacy 	<ul style="list-style-type: none"> Implement and monitor the service delivery plan (SDBIP) as well as other responsibilities described in relevant pharmaceutical services, guidelines norms and standards relevant to the pharmacy 		
2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and 	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and 		

	subordinates	subordinates	subordinates
<p>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.</p>	<ul style="list-style-type: none"> Implement a performance management system to measure compliance with service delivery plans Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> Implement a performance management system to measure compliance with service delivery plans Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> Implement a performance management system to measure compliance with service delivery plans Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing
<p>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.</p>	<ul style="list-style-type: none"> Managing the operations of Staff to ensure that service delivery is provided in a productive manner 	<ul style="list-style-type: none"> Managing the Staff to ensure that service delivery is provided in a productive manner 	

19. HUMAN RESOURCES

LEVELS	1	2	3	4
<p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p>	<ul style="list-style-type: none"> Assistant Human Resources Officer Assistant Human Resources Practitioner Assistant Human Resources Consultant 	<ul style="list-style-type: none"> Human Resources Practitioner Human Resources Officer Human Resources Consultant Coordinator ETD 	<ul style="list-style-type: none"> Senior Human Resources Officer Senior Human Resources Practitioner Senior Human Resources Consultant OHS Coordinator 	<ul style="list-style-type: none"> Principal Human Resources Officer Principal Human Resources Practitioner Human Resources Business Partner Human Resources Manager

QUALIFICATION	An appropriate 3 year Human Resources professional qualification	An appropriate 3 year Human Resources professional qualification	An appropriate 3 year Human Resources professional qualification	An appropriate 3 year Human Resources professional qualification
KNOWLEDGE	<ul style="list-style-type: none"> 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. Work is closely monitored while still developing proficiency in the Human Resources discipline. 	<ul style="list-style-type: none"> 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. Work is monitored and while proficiency has been developed and is currently gaining experience. 	<ul style="list-style-type: none"> 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. Often involved in and could lead projects and provide advice or information of a specialist nature. Applies an integrated body of knowledge. Could be a specialist or a generalist. 	<ul style="list-style-type: none"> 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 coordinates Human Resources staff. High level specialist/consultant or project leader within Human Resources
EXPERIENCE	Up to 2 years relevant experience required	Between 2 and 5 years relevant experience required	Between 5 and 8 years' relevant experience required	8 years or more relevant experience covering a broad range of human resources functions
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
1. 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	<ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant to projects Shows confidence in engaging with internal and external stakeholders Communicates effectively 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Responds to questions with accurate and complete answers Understands stakeholder decision making structures and processes and designs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Balances political, personal and societal views with municipality' needs when communicating differing

<p>clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Accurately captures details of meetings and proceedings for formal record 	<ul style="list-style-type: none"> • 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 • Listens well and is receptive and encourages participation and mutual understanding 	<p>agreement</p> <ul style="list-style-type: none"> • Communicates controversial, sensitive messages to stakeholders tactfully • Ability to read situations, understand interests, positions taken and to respond appropriately • Able to secure, manage and design large scale interventions 	<p>viewpoints on complex issues;</p> <ul style="list-style-type: none"> • 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 • Capable of effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties
<p>2. 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.</p>	<ul style="list-style-type: none"> • 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 appropriate recommendations • Communicates the need for change in the change 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 • Ensures that Change Management interventions remain effective, even in conditions of change fatigue

<p>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.</p>	<ul style="list-style-type: none"> • 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 • Applies sector policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • 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 • In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> • 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, practice and code of conduct • Contributes HR related information toward addressing the municipality's service delivery challenges 	<ul style="list-style-type: none"> • Able to equip employees and line management with the tools to respond positively to the change • Able to monitor the impact of change and take corrective action where necessary 	<ul style="list-style-type: none"> • Able to align change management activities with other initiatives • Ability to ensure that there is active involvement by leadership to Demonstrate a sense of ownership
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<p>4. HR Technology / Information Management 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>	<ul style="list-style-type: none"> Analyse 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 Demonstrates an awareness of how HR systems can be used to enhance the HR deliverables within the municipality 	<ul style="list-style-type: none"> 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 Develops standard-operating procedures for systems. Determines technical specifications for system requirements Anticipates events, situations and incidents that may impact on the operation of the system 	<ul style="list-style-type: none"> 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. 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 Displays creativity in the presentation of data to meet client requests 	<ul style="list-style-type: none"> 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 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 Identify the HR information that must be maintained to support organizational decision-making.
<p>5. HR Service Delivery The adequate provision of HR</p>	<ul style="list-style-type: none"> Displays an adequate understanding of the roles 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1

<p>Services meeting the needs of the organization and its employees which enables delivery of organizational goals and targets.</p>	<p>and responsibilities of HR within the municipality</p> <ul style="list-style-type: none"> Understand the links between people, systems, practices and policy and how this contributes to municipality success 	<ul style="list-style-type: none"> 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 Provides professional oversight and guidance with regard to HR policy and procedures 	<ul style="list-style-type: none"> 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 Demonstrates applied understanding, and manages the link and integration between operational imperatives and HR practice and policy to meet municipality' strategic objectives 	<p>to 3.</p> <ul style="list-style-type: none"> 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 record-keeping and administration Measures employee engagement and satisfaction with the delivery of HR services Designs, implements and reviews HR policies
<p>6. 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.</p>	<ul style="list-style-type: none"> Not required at this level 	<ul style="list-style-type: none"> Not required at this level 	<ul style="list-style-type: none"> Manages the execution of HR strategies 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • 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 • Aligns HR and people management practices within the governance, risk and compliance framework 				
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<p>7. 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 workforce plan.</p>	<ul style="list-style-type: none"> Displays a basic understanding of talent management and the integration of its various components 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to utilise the various components of the integrated talent management strategy to enable the optimisation of talent within departments 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to proactively implement and continuously provide input into the integrated talent management strategy thus attracting, deploying, retaining and optimising municipality talent Agrees on appropriate roles for all stakeholders in the development and management of talent Monitors and reports on talent management key results areas and indicators
<p>8. 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.</p>	<ul style="list-style-type: none"> Displays an understanding of Workforce Planning and all components thereof 	<ul style="list-style-type: none"> 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 Understands the concepts of scarce and critical skills and their implications for the effective functioning of the sections 	<ul style="list-style-type: none"> 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 Identifies scarce and critical skills that are required for the effective functioning of the department/municipality/municipality 	<ul style="list-style-type: none"> 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 Aligns the workforce plan with employment value

<p>9. 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.</p>	<ul style="list-style-type: none"> 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 Provide training administration and logistic service 	<ul style="list-style-type: none"> 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 Monitors the efficiency and effectiveness of training and development programmes 	<ul style="list-style-type: none"> 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 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 Analyses, compiles and implements the Work Place Skills Plan and ensuing reporting to the LGSETA 	<ul style="list-style-type: none"> proposition and branding Assesses the workforce strategy and planning on achieving organizational objectives Demonstrates competencies from level 1 to 3plus 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 Is fully conversant with Strategic HR Priorities Demonstrates competencies from level 1 to 3. Aligns the municipality's policies with the National Occupational Health and Safety Framework
<p>10. Occupational Health and Safety The ability to assess the needs of the employees and linking that to the municipality's policies on health and safety.</p>	<ul style="list-style-type: none"> Gathers research data on trends within the area of Occupational Health 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Communicates and treats sensitive and controversial information tactfully and confidentially Able to compile safe work 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 2. Confidently engages and advises line management on ill health and medical and incapacity cases Able to assess the health risks per job category

<p>11. Compensation and Benefits Management 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>	<ul style="list-style-type: none"> • 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 • Displays an awareness of the reward system, policy and/or procedure 	<p>procedures for routine work processes</p> <ul style="list-style-type: none"> • 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 ensure compliance with policies • Displays an understanding of the reward system, policy and/or procedure 	<ul style="list-style-type: none"> • Has detailed knowledge of statutory processes related to Occupational Health and Safety • Able to complete safe work procedures for complex work processes, plant and equipment • Able to conduct legal compliance audits in all work areas 	<ul style="list-style-type: none"> • Able to identify and analyse challenges with the implementation of Health and Safety and address these challenges appropriately • Able to advise on preventative measures and programmes and on transgressions in terms of occupational safety processes
			<ul style="list-style-type: none"> • 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 • Integrates reward with other HR practices 	<ul style="list-style-type: none"> • 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 • Benchmarks and reviews reward/remuneration policies, processes and practices at regular

<p>12. 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.</p>	<ul style="list-style-type: none"> Displays a basic understanding of the principles of performance management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays thorough knowledge of the municipality's performance management system Able to advise employees on performance management system, policy and procedures 	<ul style="list-style-type: none"> 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 Ensures that all staff are aware of the performance management system and process 	<p>intervals to ensure relevance and impact</p> <ul style="list-style-type: none"> 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 Ensures that the performance management system has a mechanism for dealing with under performance
<p>13. 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.</p>	<ul style="list-style-type: none"> Provides support to peer educators Displays an understanding of basic Wellness programmes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Promotes awareness of the municipality's wellness policy 	<ul style="list-style-type: none"> 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 Aligns the municipality's policies with the National Health and Wellness programmes 	<ul style="list-style-type: none"> 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

<p>14. 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.</p>	<ul style="list-style-type: none"> 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 Shows high levels of integrity and confidentiality in dealing with sensitive information 	<ul style="list-style-type: none"> 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 Utilises terminology and format expected of a legally binding document 	<ul style="list-style-type: none"> 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 Implements effective means for monitoring and evaluating- the relationship between employer and labour 	<ul style="list-style-type: none"> 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 Maintains relationship with labour and implements effective means for monitoring and evaluating the relationship between 	<ul style="list-style-type: none"> Reviews the effectiveness of wellness programmes and interventions in support of operational objectives 	<ul style="list-style-type: none"> Demonstrates the effectiveness of wellness programmes and interventions in support of operational objectives
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Public Service Orientation				employer and labour
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others 	<ul style="list-style-type: none"> • 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 • Encourages and considers inputs of others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Awareness of how people and municipality's function
<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Responds to questions accurately and completely 	<ul style="list-style-type: none"> • 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 • Uses appropriate language and style to capture the attention of the audience

<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Responds to community expectations within financial, technical and capacity constraints within the HR functionality 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community within the HR functionality • Speaks effectively on service delivery matters as required
Management				
<p>1. Direction Setting The ability to motivate and inspire others to voluntarily give of their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Gives direction to team in meeting objectives and deadlines • Defines roles and responsibilities for team members and clearly communicates expectations 	<ul style="list-style-type: none"> • 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 • Inspires professional and ethical behaviour in others 	<ul style="list-style-type: none"> • 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. • Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives 	<ul style="list-style-type: none"> • 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 • Is forward thinking and produces innovative ideas
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional • Commands respect from peers and subordinates • Settles disputes as quickly and as effectively as possible 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff 	<ul style="list-style-type: none"> • 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 • Deals effectively with inter-personal conflict 	<ul style="list-style-type: none"> • 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

<p>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.</p>	<ul style="list-style-type: none"> • 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 • Encourages 'on-the-job' training and the acquisition of new skills 	<ul style="list-style-type: none"> • 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 • Empowers others and distributes the workload appropriately 	<ul style="list-style-type: none"> • 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 municipality • Monitors progress and gives individuals specific feedback on their performance 	<p>character maintaining performance under duress and pressure</p> <ul style="list-style-type: none"> • Is called upon to mediate conflicts and disagreements • 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 • Mentors and coaches others where appropriate
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Creates strong morale/team spirit 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Involves and empowers team in setting and achieving goals • Participates actively as a member of a team to move the team towards the attainment of goals 	<ul style="list-style-type: none"> • 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 • Builds team spirit and cohesion within the unit 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3

INFORMATION TECHNOLOGY

LEVELS	1	2	3	4
<p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> <ul style="list-style-type: none"> • Data Management • Data Centre Management • Enterprise Architecture • ICT Security and Risk • ICT Governance • ICT Service Management <ul style="list-style-type: none"> ➢ Service Strategy ➢ Service Design ➢ Service Transition ➢ Service Operations ➢ Continual Service Improvements • Networks & Telecoms • Software Engineering and Development • Systems Administration • System Analysis and Design • Web Based Technologies 	<p>Assistant Business Analyst, Assistant Programmer/Developer Assistant IT professional Assistant Software Engineer Assistant Data Analyst Change Analyst Quality Analyst</p>	<p>Intermediate Business Analyst, SAP Consultant, Developer Programmer, Junior Software Engineer, System Analyst, Data Analyst, IT Risk and Security Analyst, Electronics/ Light Current Engineer, Data Centre Professional, Problem analyst</p>	<p>Senior Senior Business Analyst, Engineer, Senior Developer/Programmer, Senior System Analyst, E Commerce Architect, ERP Applications Development Specialist, Senior Data Analyst, Senior IT Risk and Security Analyst, Senior Electronics Engineer, Senior Data Centre Professional, Data Centre Specialist, Incident & Problem Manager, Service Delivery Manager, Service Desk Manager, Service Level Manager</p>	<p>Management 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 and Programmers, Head: Enterprise Management, Data Centre Expert, Head: Service Management</p>
<p>KNOWLEDGE</p>	<p>Applies basic concepts and knowledge to aspects within the IT discipline. Assists the senior IT professionals with various IT related functions.</p>	<p>Applies a body of specialist IT knowledge to an aspect within the IT discipline and provides specialist advice to clients.</p>	<p>Performs the full range of activities within the IT discipline or functional area Could supervise a number of staff and/ mentor other professionals</p>	<p>As per previous level. Manages a team of senior professionals. Technical expert within the IT discipline or functional area</p>

252

EXPERIENCE	Up to 2 years' relevant experience required	Between 3 and 5 years relevant experience required	Between 5 and 8 years' relevant experience required	8 years or more relevant post qualifying experience covering all aspects of the Information and technology function.
QUALIFICATION	Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations (Advantageous)	Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations and ITIL Practitioner (Advantageous)	Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations and ITIL Practitioners (Preferred)	Relevant professional IT qualification Relevant Professional Certification (Advantageous) ITIL Foundations and ITIL Practitioners and Managers (Preferred)
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
	Functional / Professional			
1. Information Strategy Ability to develop strategies for the management and storage of electronic content.	<ul style="list-style-type: none"> Ability to interpret the strategy Ability to interpret and execute an implementation action plan 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Analysis of information structure (including logical analysis of data and meta-data) Overall responsibility for compliance with regulations, standards and codes of good practice relating to information and documentation, records management, information assurance and data protection Ability to interpret and execute an implementation action plan 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Overall management of business resource, to ensure that the information needs of the municipality are met Ability to draft an implementation action plan 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Setting of policies for the sourcing and maintenance of data content Development and promotion of the strategy and policies covering the design of information structures and taxonomies Ensure that an implementation action plan is reviewed and aligned to the business strategy and approved
2. Advice and Guidance Ability to provide advice and	<ul style="list-style-type: none"> Provision of advice and assistance on basic areas 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3.

<p>guidance on specific aspects of IT.</p>	<p>associated with the effective use of information systems and their environment</p>	<ul style="list-style-type: none"> Provision of advice and assistance in any area associated with the planning, procurement, provision, delivery, management, maintenance or effective use of information systems and their environment 	<ul style="list-style-type: none"> Management and provision of expert advice on a specified technical specialism such as a specific technology, technique, method, product or application area. 	<ul style="list-style-type: none"> Provides leadership on all aspect associated with ICT
<p>3. Business and IT Strategy and Planning Develops plans around security, information assurance and the innovative implementation of strategic information systems.</p>	<ul style="list-style-type: none"> Information Security – Ensuring the compliance of information systems 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Information Assurance – Ensuring protection of systems and information in storage, processing or transit. Research – The advancement of knowledge in one or more fields of information technology by innovation, experimentation, evaluation and dissemination, carried out in pursuit of a predetermined set of research goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Innovation – The capability to recognize and exploit business opportunities provided by IT 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Strategic application of information systems – The development or review of IT strategy to support business goals and the development of plans to drive and manage that strategy Business Risk Management – The planning and implementation of municipality-wide processes and procedures for the management of operational risk
<p>4. Technical Strategy and Planning Demonstrates ability to develop technical strategy for the municipality and to plan the rollout of appropriate systems.</p>	<ul style="list-style-type: none"> 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 Provides assistance on all technical aspects of the 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Enterprise and Systems Architecture – specification of systems architectures, identifying the components needed to meet the present and future requirements of the business as a whole and interrelationships between these components 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Emerging technology monitoring – identification of new and emerging hardware, software and communication technologies, products, methods and techniques Assessment of potential value to the municipality of the above 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Business Continuity management – provision of service continuity planning and support Software development – process improvement – provision of advice, assistance and leadership in improving the quality of

<p>5. Business Change Management Demonstrates sensitivity to change management issues and develops strategies to ensure successful IT implementations.</p>	<p>development or modification of information systems.</p> <ul style="list-style-type: none"> Business process improvement – identification of new and alternative approaches to performing business activities Analysis of business processes including recognition of the potential for automation of the processes, assessment of the costs and potential benefits of new approaches considered 	<ul style="list-style-type: none"> Provision of direction and guidance on all technical aspects of the development or modification of information systems. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Definition of requirements for improving any aspect of the processes and systems Identification and quantification of potential business benefits Creation of viable specifications and acceptance criteria in preparation for the construction of information and communication systems 	<p>software development</p> <ul style="list-style-type: none"> Facilitation of improvements by changing approach and working practices 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 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 municipality
	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Management of change and assistance with implementation 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Business process testing – planning, design, management, execution and reporting of business process tests and usability evaluations Application of evaluation skills to the assessment of the ergonomics, usability and fitness of purpose of defined processes Change implementation 		

<p>6. Data Conversion Demonstrates technical expertise in structured and unstructured data storage.</p>	<ul style="list-style-type: none"> Establishes data design requirements which meet defined municipal and system requirements Transforms data models into approved physical design Tests conversion process, records and reports results, records and applies corrections Implements and monitors approved data conversion processes, records and reports results 	<ul style="list-style-type: none"> 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 Ensures completeness and accuracy of data conversion 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Manages design and conversion of data for use with new storage media, information management systems and operating systems Analyses and can explain the effects of data conversion on business processes 	<p>planning and management – defining and managing the process of deploying and integrating IT capabilities into the business in a way that is sensitive to, and fully compatible with, business operations</p> <ul style="list-style-type: none"> 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 Communicates test and final implementation results to stakeholders and obtains business approval for results
<p>7. Communication Demonstrates the ability to involve customers in scoping and implementing solutions to ensure successful outcomes.</p>	<ul style="list-style-type: none"> Supports internal and external communications process for business change management programmes and projects 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Works with business customers to design and issue communications explaining benefits and impacts of business change 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Designs communications to inform key stakeholders in business change processes Develops planned timetable of communications for whole life 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Leads the identification of communication opportunities and the design and management of influencing and

<p>8. Operations The ability to implement differing levels of operational services, plans and strategies to ensure that IT infrastructure and applications are functional.</p>	<ul style="list-style-type: none"> • Availability management – the overall control and management of services and their availability to ensure that all services meet agreed availability targets • Data protection – the development and implementation of policies, procedures, practices and training to comply with the requirements of legislation regarding personal information such as the Electronic Communications and Transactions Act of 2002 • Application of support – the provision of application maintenance and support 	<ul style="list-style-type: none"> • Able to assess the suitability and use of a variety of media to deliver communications effectively • Monitors reception of communications, records feedback and documents and reports lessons learned 	<ul style="list-style-type: none"> • 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 municipality's communications standards are maintained • Designs and implements feedback processes and ensures that feedback is acted upon 	<p>communication strategies</p> <ul style="list-style-type: none"> • Develops communications policy for roll-out of IT systems, hardware and software
	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 • Devises work-arounds, corrects faults and makes on-site modifications as necessary • Updates system documentation, manipulates data and defines enhancements, often in collaboration with the system's developers 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Management and operations – the IT infrastructure and the resources required • Network control and operation – day-to-day support, operation and control of all equipment within an IT network infrastructure • Database administration – the installation, configuration, upgrade, administration, monitoring and maintenance of physical databases 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Service level management – the planning, implementation and control of service provision 	

<p>9. Installation and Integration The capacity to install specific hardware and software solutions in different environments.</p>	<p>services</p> <ul style="list-style-type: none"> Systems integration – the incremental and logical creation and testing of components and/or sub-systems and their interfaces in order to create operational systems 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Porting/software integration – the integration of software products into existing software environments to produce new platform-specific versions of the software products 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Testing of hardware and software components affected, resolving malfunctions found and recording the results Reporting of details of hardware and software installed so that configuration management records can be updated 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>10. User Support The ability to interact with IT users, pre-empt problems and risks and resolve issues as they occur.</p>	<ul style="list-style-type: none"> Network support – the provision of network maintenance and support services Investigates and resolves problems and provides information about the systems Monitors performance of the network and reports on status 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Provides advice and training to users about network functionality, correct operation or constraints Corrects faults and devises work-arounds and makes on-site modifications Problem management – the resolution of incidents and problems throughout the information systems lifecycle, including classification, prioritisation and initiation of action, investigation and 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Service desk and incident management – receipt of problem reports and the coordination of appropriate and timely responses Channelling of requests for help to appropriate functions for resolution, monitoring progress and keeping users apprised of progress Demonstrates all competencies from previous level Service desk and incident 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

		documentation of root causes and implementation of remedies	management – receipt of problem reports and the coordination of appropriate and timely responses <ul style="list-style-type: none"> • Channelling of requests for help to appropriate functions for resolution, monitoring progress and keeping users apprised of progress
11. Systems Development Refers to the specialisation required in the systems development environment.	<ul style="list-style-type: none"> • Systems development management – the management of resources in order to plan, estimate and carry out programmes of systems development work to time, budget and quality targets and in accordance with appropriate standards • Data analysis – the provision of specialist expertise and practical assistance in the investigation, evaluation and interpretation of data in order to ensure its coherence, availability, accuracy and security to meet information and communication systems requirements • Systems design – the specification and design of information systems, their components and architecture to meet defined business needs • Network design – the production of network designs and design policies, strategies, architectures and documentation covering voice, data, text, e-mail, facsimile and image to support business requirements and strategy. • Database design – the specification, design and maintenance of database structures for information storage and access to support business information needs • Programming/software development – the design, creation, testing and documenting of new and amended programs from supplied specifications in accordance with agreed standards • Safety engineering – the application of appropriate methods to assure safety during all lifecycle phases of safety-related systems developments, including maintenance and re-use • Web site specialism – the design, creation, testing, implementation and support of new and amended collections of pages of information on the World Wide Web or an intranet or extranet • Systems testing – the planning, design, management, execution and reporting of tests using appropriate testing tools and techniques and conforming to agreed standards, to ensure that new and amended systems, together with any interfaces, perform as specified 		
Public Service Orientation			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders • Accurately captures others 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Convinces others of his ideas without suppressing their views • Acknowledge merits in others arguments and to incorporate in proposals where it is
<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience to hear people out and accurately restate their 			

		<ul style="list-style-type: none"> • expectations, ideas and concerns • Encourages and considers inputs of others 	<ul style="list-style-type: none"> • warranted • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships 	<ul style="list-style-type: none"> • opinions, even when not agreement • Awareness of how people and municipality function
<p>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.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience • Structures written documents in a logical framework 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Uses language and style to capture the attention of the audience
<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Engages effectively with general public • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Speaks effectively on service delivery matters to the media

Management					
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Draws on diverse backgrounds, skills and knowledge of team members
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Good at establishing clear direction 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Understands requirements for professional development of staff 	<ul style="list-style-type: none"> • Organises resources and inspires others towards focused performance • Demonstrates competencies from previous levels • 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 • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
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21. INTEGRATED DEVELOPMENT PLANNING

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS: (This is a guide and not limited to) Integrated Performance Management (IPM) Integrated development Plan: Process Management (IPM)	Assistant IDP Officer	IDP Officer	Senior IDP Officer	Head: Integrated Performance Management
KNOWLEDGE	<ul style="list-style-type: none"> • Computer literacy – MS Office applications • 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. 	<ul style="list-style-type: none"> • Computer literacy – MS Office applications • 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. • Knowledge of the Municipal Systems Act and the Municipal Finance Management Act. 	<ul style="list-style-type: none"> • Computer literacy – MS Office applications • 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 III report). • Knowledge of Batho Pele Principles. • Expert knowledge of local government related legislation and policies • Solid knowledge of relevant/applicable legislation, regulations and policies. 	<ul style="list-style-type: none"> • More than 8 years' experience required.
EXPERIENCE	<ul style="list-style-type: none"> • Between 1 and 2 years relevant experience 	<ul style="list-style-type: none"> • Between 3 and 5 years relevant experience 	<ul style="list-style-type: none"> • Between 5 and 8 years relevant experience 	<ul style="list-style-type: none"> • More than 8 years' experience required.

263

	<ul style="list-style-type: none"> • Previous experience of developing business plans within a political environment. 			
<p>QUALIFICATION</p> <ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification with courses or specialisation in: <ul style="list-style-type: none"> • Public Administration (PM) • Performance Management (IPM) • Project Management (IPM) • B Degree or B Tech (IPM) 	<ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification with courses or specialisation in: <ul style="list-style-type: none"> • Public Administration (PM) • Performance Management (IPM) • Project Management (IPM) • B Degree or B Tech (IPM) 	<ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification development studies, project management, urban development or municipal administration 	<ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification development studies, project management, urban development or municipal administration 	<ul style="list-style-type: none"> • An appropriate 3 year tertiary qualification development studies, project management, urban development or municipal administration
COMPETENCIES				
<p>COMPETENCY LEVELS</p>	1	2	3	4
Functional / Professional				
<p>1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Not required at this level 	<ul style="list-style-type: none"> • Not required at this level 	<ul style="list-style-type: none"> • Ability to interact and communicate strategy and processes with a wide range of people. • Ability to manage people's expectations through processes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 3. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals. • Ability to interact and communicate strategy and processes with a wide range of people. • Ability to manage people's expectations through processes. • Assigns clearly defined tasks to subordinates • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where

<p>2. Project Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> Assist with project initiation and completion. Plays a crucial role as a sub project manager during the project life cycle. Is 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 Communicates milestones and expected results 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands the concept of project management. Manages project of a lesser complex nature. Plays an important role as a manager in projects of a complex nature. Understands the important of meeting deadlines in each project life cycle. Able to use Microsoft programmes to help manage projects. Builds due dates into assignments, tasks and delegations Communicates milestones and expected results 	<ul style="list-style-type: none"> 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. Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) 	<p>subordinate performance is deficient</p> <ul style="list-style-type: none"> Seeks opportunities to increase personal contribution and level of responsibility Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches Identifies and harnesses talented employees
			<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Organises the team and develop a work plan Uses computer software programmes to help manage projects (MS project, etc.) Establishes broad stakeholder involvement and communicates the project status and key milestones Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) Check quality of work against pre-determined specifications 	

<p>3. Organisational Awareness/Political Impact</p> <p>Drives equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact public interest/concerns.</p>	<ul style="list-style-type: none"> • Knowledge of the Municipality's priorities and goals. • Knowledge of the Municipality's by-laws. • Operates within the Municipality's policies and procedures • Consider Municipality policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Knowledge of the Municipality's priorities and goals. • Knowledge of the Municipality's by-laws. • Operates within the Municipality's policies and procedures • Applies sector policies and legislation in undertaking tasks • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and internalizes the Municipality's priorities and goals • In-depth knowledge of Municipality's policies and procedures • Understands priorities, goals and issues of neighbouring municipalities • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • In-depth knowledge of municipal legislation • Contributes toward addressing the Municipality's service delivery challenges • Demonstrates an understanding of the municipal and local government processes • Understands and internalizes the municipality's priorities and goals • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery
<p>4. Information Measuring and Monitoring</p> <p>Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to propose certain trends 	<ul style="list-style-type: none"> • 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 • Ability to interrogate information, analyse and draw conclusions to identify trends • Ability to determine whether media coverage is positive, negative or balanced, together with a view on the 	<ul style="list-style-type: none"> • 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 • Implements tracking systems • Presents and reports on information in a manner which is easily understood by audience using graphic

			value and impact of the coverage	aids and tools that present information succinctly
<p>5. 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.</p>	<ul style="list-style-type: none"> • 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) • Assist with the drafting of contingency plans for potential problems 	<ul style="list-style-type: none"> • 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 • Develops contingency plans for potential problems 	<ul style="list-style-type: none"> • 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 • Assists others to plan and organise their work 	<ul style="list-style-type: none"> • 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 • Projects and forecasts short, medium and long term needs for the Municipality
<p>6. 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.</p>	<ul style="list-style-type: none"> • Ability to assist in the monitoring and reporting process. • Basic understanding in monitoring and reporting of departments and directorates performance. • Ability to monitor 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to Demonstrate understanding of monitoring and reporting systems and processes. • Able to carry instructions relating to monitoring and 	<ul style="list-style-type: none"> • 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. • Monitors and reports on processes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to lead compliance monitoring processes and direct the monitoring and reporting of progress. • Understands corporate monitoring and reporting

	alignment of directorate strategies with the Municipality's IDP.	reporting. <ul style="list-style-type: none"> • Able to extract information on from the SSM Tool. 	related to the development of the Annual report. <ul style="list-style-type: none"> • 	processes.
Public Service Orientation				
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.	<ul style="list-style-type: none"> • Understands community needs. • Interacts well with the public. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • 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 • Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Commitment 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 • Speaks effectively on service delivery matters to the media
2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	<ul style="list-style-type: none"> • Relates to people at all levels of the municipality • Ability to engage with internal and external stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Acknowledges contributions of others • Relates to people at all levels of the municipality • Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Ability to be both direct and forthright as well as diplomatic and tactful • Demonstrates the patience

<p>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.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served; • Maintains clear communication with clients regarding mutual expectations; • Corrects problems promptly, without being defensive; • Supports others to take personal responsibility to 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Takes personal responsibility for providing excellent service quality; • Corrects problems promptly, without being defensive; • Supports others to take personal responsibility to deliver excellent customer service; 	<ul style="list-style-type: none"> • 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; • Sets the climate and creates a 	<p>to hear people out and accurately restate their opinions, even when not in agreement</p> <ul style="list-style-type: none"> • 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 • Ability to be both direct and forthright as well as diplomatic and tactful
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<p>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.</p>	<p>deliver excellent customer service;</p> <ul style="list-style-type: none"> • Demonstrates effective oral and written communication • 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 Municipality • Listens well and is receptive and encourages participation and mutual understanding. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 • Communicates controversial, sensitive messages to stakeholders tactfully; • Listens well and is receptive and encourages participation and 	<p>culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.);</p> <ul style="list-style-type: none"> • 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; • 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 	<p>excellent service quality</p> <ul style="list-style-type: none"> • Corrects problem promptly, without being defensive • Demonstrates personal commitment to the client service vision through own actions and attitudes • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to liaise with all levels within National, Provincial and Local government. • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience including managing body language effectively • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience • Is sought after to lead
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270

		<ul style="list-style-type: none"> mutual understanding. Communicates high risk sensitive matters to all relevant parties; 	<ul style="list-style-type: none"> Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> negotiations and represent the municipality; Coordinates negotiations at different levels within the municipality and externally.
Management				
<p>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.</p>	<ul style="list-style-type: none"> Not required at this level 	<ul style="list-style-type: none"> Applies a body of theoretical knowledge to an aspect within a particular discipline. 	<ul style="list-style-type: none"> An ability to think analytically and working with figures are required as a core function of this position. Demonstrates competencies 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 Defines roles and responsibilities for project team members and clearly communicates expectations 	<ul style="list-style-type: none"> Demonstrates competencies 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 Defines roles and responsibilities for project team members and clearly communicates expectations
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 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 Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Is called upon to mediate conflicts and disagreements 	<ul style="list-style-type: none"> Demonstrates competencies from level 3. Makes positive impact and comes across as confident professional Commands respect from peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority
<p>3. Coaching and Mentoring The ability to assess skills,</p>	<ul style="list-style-type: none"> Not required at this level 	<ul style="list-style-type: none"> Not required at this level 	<ul style="list-style-type: none"> Diagnoses performance issues and determines appropriate developmental 	<ul style="list-style-type: none"> Demonstrates competencies from level 3.

<p>performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>			<p>intervention to suit the individuals learning style</p> <ul style="list-style-type: none"> • 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 • Encourages self-reliance and allows staff to make and learn from mistakes 	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates outcomes and develop initiatives to address any gaps in a positive way • Balances the municipality's tasks and goals with subordinates' personal and professional needs. • Ability to mentor subordinates. • Ability 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 • Shows strength of character maintaining performance under duress and pressure.
<p>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.</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Shares information and collaborates easily with others • Seeks consensus amongst diverse viewpoints to build group commitment. • Contribute to morale/team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Uses complex strategies 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 • Works effectively with people from 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Shows initiative and confidence in dealing with others • Able to manage a multi-disciplinary team • Shares information and collaborates easily with others • Seeks consensus amongst

272

	spirit by means of a positive attitude.	views) <ul style="list-style-type: none"> Creates strong morale/team spirit 	other municipalities/ departments and manage in a competitive environment	diverse viewpoints as a means of building group commitment (as opposed to imposing personal views) <ul style="list-style-type: none"> Creates strong morale/team spirit Draws on diverse backgrounds, skills and knowledge of team members
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22. INTEGRATED RISK MANAGEMENT

Levels	1	2	3	4
TYPICAL DESIGNATIONS	Assistant Integrated Risk Management (IRM) Practitioner	Integrated Risk Management (IRM) Practitioner	Senior Integrated Risk Management (IRM) Practitioner	Principal Integrated Risk Management (IRM) Practitioners
KNOWLEDGE	Provides administrative and electronic support to the Chief Risk Officer and IRM team in implementing and maintaining IRM, BCM and CA processes and electronic systems within the Municipality.	Supports the Senior IRM Practitioners with the implementation, maintenance and other related processes regarding IRM, BCM and CA for the municipality, ensuring the Municipality remains compliant with good governance standards and legislation.	<ul style="list-style-type: none"> Supports the Principal IRM Practitioner with the implementation and maintenance of related IRM, BCM and CA processes, including the: <ul style="list-style-type: none"> Formalisation of risk exposure; Institutionalisation of IRM, BCM and CA processes; Reporting on IRM, BCM and CA to Principal IRM Practitioners 	Supports the Chief Risk Officer in the development, planning, implementation and maintenance of the IRM, BCM and CA activity for the Municipality, ensuring compliance with good governance standards and legislation

273

			<ul style="list-style-type: none"> Ensure the Municipality remains compliant with good governance standards and legislation. 	
EXPERIENCE	Between 2 and 3 years' experience required	Between 3 and 5 years' relevant experience required	Between 5 and 8 years' relevant experience required	More than 8 years' relevant experience (5 years of which must be in a supervisory capacity and good governance discipline).
QUALIFICATION	Secretarial tertiary qualification including Project Management, Human Resources and Office Management.	A relevant tertiary qualification, preferably in Public Development Management; IRM; Finance; Auditing; Project Management.	A relevant tertiary qualification, preferably in Public Development Management; IRM; Finance; Auditing; Project Management or Engineering. Preference to membership to relevant professional bodies.	A relevant tertiary qualification, preferably in Risk Management, Auditing, Public Development Management; Membership to relevant professional bodies.
ADDITIONAL SKILLS REQUIRED	<ul style="list-style-type: none"> Advanced computer proficiency in MS Office applications. Must be trustworthy 	<ul style="list-style-type: none"> Computer literacy pertaining to MS Office and risk management software Ability to facilitate and present workshops Project management skills Conceptual and analytical thinking Strong report-writing skills Ability to impact and influence others. Must be innovative and trustworthy 	<ul style="list-style-type: none"> Computer literacy pertaining to MS Office and risk management software Ability to facilitate and present IRM workshops Conceptual and analytical thinking Strong report-writing skills Ability to impact and influence others. Must be independent, innovative and trustworthy 	<ul style="list-style-type: none"> Computer literacy pertaining to risk management electronic tools and MS Office Ability to facilitate and present IRM workshops Strong report writing and presentation skills Strong impact and influence Conceptual and analytical thinking Strong report-writing skills Ability to impact and influence others. Must be independent and trustworthy

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
	Functional / Professional			
<p>1. Integrated Risk Register Management (IRM) Ability to facilitate and ensure compliance with the Municipality's Integrated Risk Management processes and procedures.</p>	<ul style="list-style-type: none"> • Provide administrative and project management support to the Municipality's Chief Risk Officer and IRM team, including scheduling of appointments, workshops, meetings, and venues. • Plans assigned projects with relevant stream lead. • Ensuring availability of required resources. • Supports IRM activities with the institutionalising of risk management across the Municipality, including communication, change management and training. • Supports IRM with ensuring distribution and receipt of risk reports. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Review completed reporting feedback sheets for anomalies and follow-up with the relevant stream leads. • Provide accurate and regular feedback to CRO and team members on IRM activities. • Assist Senior IRM practitioner with the facilitation and recording of prompts and operational workshops. • Propose IRM governance improvements. • Initiate Risk awareness and formal risk training. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Lead and Facilitate workshops with clients, performing risk management processes and taking responsibility for the co-ordination of relevant Directorates' complete IRM Process. • Aligning risk identification process with the Municipality's objectives; • Researching and analyzing available internal and external, both national and international sources of risks, prompting management in span of control on relevant risks in order to identify all significant risks; • Analyzing the consequences if these risks are realized; • Analyzing the contributing factors that need to be mitigated to bring the risk down to an acceptable level. • Identifying controls already implemented. • Guiding officials on the potential impact of unpredictable outcomes, control effectiveness and the likelihood of the risk occurring. • Reviewing each risk to ensure rating fall within the tolerable level approved for the Municipality. • Developing of appropriate action plans that will mitigate the identified risk. • Ensure accurate and complete 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Formulate the IRM vision, strategies, methodology, risk policy and processes. • Develop a consolidated IRM annual plan. • Conduct research and ensure benchmarking of IRM process, control and governance activities is performed. • Advise Senior Management and the Executive on relevant risk acceptance/ tolerance levels. • Review quarterly working papers and directions given to ensure cross-cutting risks are appropriately considered. (Prompt minutes and guidelines). • Formulate, compile and implement the Annual IRM Internal Training Plan. • Monitor the completion of quarterly risk management workshops. • Provide inputs into the Chief Audit Executive during the drafting of the risk-based audit plan.

	<ul style="list-style-type: none"> • Provide administrative and project management support to the Municipality's Chief Risk Officer and IRM team. • Log calls for assistance and track feedback, assistance and resolution thereof. • Ensuring availability of required resources. • Support IRM activities with the institutionalising of BCM across the Municipality, including communication, change management and training. 		<ul style="list-style-type: none"> • recording • Assist with the development of the IRM annual plan, • Assist with the formulation of IRM strategies, methodology, policy and processes • Supervise and monitor internal stakeholders in span of control to ensure that the IRM processes and procedures are appropriately institutionalized in the Municipality. • Perform assessments of Risk Champions and Co-coordinators training needs and ensure relevant training is supplied. • Identification of IRM improvement areas and the development of value-adding processes to improve these. • Perform quality checks on data and risk registers. 	<ul style="list-style-type: none"> • Consult with forensic's on fraud related risks • Quality assurance: Review Executive risk registers within span of control, along with Risk software dashboard and anomalies reports, providing feedback to relevant stream leads for improvements. • Develop risk dashboards and reporting templates to ensure value-adding feedback to relevant stakeholders.
<p>2. Business Continuity Management (BCM) Ensure business continuity management is supported.</p>		<ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Collates information from various departments in order to establish a consolidated Business Impact Analysis (BIA's) and fall back plan (FBP) schedules. • Liaises with line departments and BCM Model persons to ensure all relevant feedback is timeously received, accurately captured and filed. • Assists with the review of completed reporting templates for anomalies and following-up 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Assists with the formulation of BCM strategies, methodology, processes and procedures. • Assists with the monitoring of the planned BIA's and FBP's. • Supervise and monitor internal stakeholders in span of control to ensure that the BCM processes and procedures are appropriately institutionalized in the Municipality. • Assists BCM Model persons with assistance requested, ensure all requests are logged. Ensuring an 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Formulate the BCM vision, strategies, methodology, processes and processes. • Ensure that annual BCM plan is appropriately approved, monitored and reported on. • Conduct research and ensure benchmarking of BCM process, control and governance activities is performed. • Supervise and monitor various internal stakeholders

276

<p>3. Combined Assurance (CA) Ensuring combined assurance function is supported.</p>	<ul style="list-style-type: none"> • Provide administrative and project management support to the Municipality's Chief Risk Officer and IRM team including scheduling of appointments, workshops, meetings, and venues. • Ensuring availability of required resources. • Support IRM activities with the institutionalising of CA across the Municipality, including communication, change management and training. 	<ul style="list-style-type: none"> • concerns where necessary. Provides accurate and regular feedback to CRO and team members on BCM activities. 	<ul style="list-style-type: none"> • acceptable turn-around time on all requests received. • Review completed reporting templates in span of control for anomalies and following-up concerns where necessary. • Identification of BCM improvement areas and the development of value-adding processes to improve these. • Perform quality checks on BCM feedback received from line departments. 	<p>to ensure that the BCM processes and procedures are appropriately institutionalised in the municipality.</p> <ul style="list-style-type: none"> • Formulate, compile and implement the Annual BCM Internal Training Plan after assessing training needs. • Identification of BCM improvement areas and the development of value-adding processes to improve these. • Develop BCM dashboards and reporting templates to ensure value-adding feedback to relevant stakeholders.
		<ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Provide accurate and regular feedback to CRO and team members on CA activities. • Collate quarterly feedback from assurance providers and assess for integration into IRM processes. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Assist with the formulation of CA strategies, methodology, processes and procedures. • Assist with the updating of the Combined Assurance Plan (CAP). • Negotiate with 1st and 2nd level assurance providers in order to onboard them with regards to assurance required on specific controls as per CAP. • Escalate significant difference of opinions between assurance providers to resolve this in the best interest of the Municipality and stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Formulate the CA vision, strategies, methodology, risk policy and processes. • Collate and review relevant information on the CAP. • Conduct research and ensure benchmarking of CA process, control and governance activities is performed. • Assess and identify assurance providers to feedback into the IRM Process. • Supervise and monitor various internal stakeholders

<p>4. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p>	<ul style="list-style-type: none"> 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 relating to IRM, BCM, CA, Assets, HR and Financial as and when needed. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines. Communication with role-players on their risk management roles and responsibilities. Sound report writing skills. Numerical, alphabetical and written accuracy. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Prepare risk registers in accordance with approved IRM methodology and standards. Adequately review, analyse and quality control risk registers. Accurately report back on approved templates reporting information required with regards to IRM, BCM and CA. Effectively collaborate on cross- 	<p>to ensure that the CA processes and procedures are appropriately institutionalized in the Municipality.</p> <ul style="list-style-type: none"> Identification of CA improvement areas and the development of value-adding processes to improve these. Monitor the completion of the CAP. Proved inputs into the Chief Audit Executive during the drafting of the risk-based audit plan. Quality assurance: Review and analyse CAP showing out potential duplications and gaps that need to be discusses for clarification or resolution. Develop necessary reporting mechanisms.
<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Development of reporting templates and dashboards with regards to IRM, BCM and CA – mentoring and guiding previous levels. Prepares considered, high quality written communications including correspondence and 				

	<ul style="list-style-type: none"> • Proof reads documents with close attention to detail. 		<ul style="list-style-type: none"> • cutting/inter-connected risks with colleagues. Be able to raise concerns relating to implementation of action plans, ensure sufficiently supported by reliable evidence that are clear and concise, ensuring outcomes are properly recorded. • Risks and concerns are escalated/clearly communicated to the next level and is actioned and supported with valid reasoning if and when required. 	<p>reports to oversight and advisory bodies. Prepare and/or review reports to Council, Audit Committee and Risk Committee, ensuring clear and concise communication to appropriate parties.</p> <ul style="list-style-type: none"> • Review of Executive Risk Registers and BamOwl Dashboards to highlight and if necessary escalate concerns to improve quality and completeness of information/risks being reported.
<p>5. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> • Explain views, advice and positions effectively and appropriately to internal and external stakeholders (outside Municipality). • Ensures professional interaction and communication with clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Effectively and appropriately advocates IRM, BCM and/or CA official position orally within Municipality. • Demonstrates competence, through effective communication with client 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Effectively and appropriately advocates position on complex and sensitive matters within Municipality. • Effective oral presentation of discrete and complex topics and issues. • Advocates capably on behalf of clients within the Municipality. • Provides guidance to executive/senior management, risk champions, coordinators and BCM Nodal persons. • Demonstrates competence in communication with clients. • Effective facilitation skills. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Demonstrates effective oral presentation skills for complex and sensitive topics and issues. • Effectively and appropriately communicate outcomes orally on complex and sensitive matters within the Municipality. • Completes and do presentations to Risk Committee, Audit Committee, Council, Executive and Senior Management.
<p>6. Research and</p>	<ul style="list-style-type: none"> • Administrative assist with 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies from 	<ul style="list-style-type: none"> • Demonstrates

<p>Analysis Ability to break a problem into component parts, identify key issues, contributing factors, consequences.</p>	<p>benchmarking of research and development with regards to IRM, BCM and CA.</p> <ul style="list-style-type: none"> Identifies relevant issues and facts and identify solutions. Collate data according to instructions, templates and requests. 	<p>from previous level.</p> <ul style="list-style-type: none"> Ability to partake and assist with research and analysis within Department Organises and synthesises work, including the work of others, into a complete, considered analysis. Identifies additional relevant issues that need to be addressed. Generates practical ideas and solutions, communicating these to supervisor. Complete tasks efficiently, in accordance with IRM, BCM and CA methodology. 	<p>previous levels.</p> <ul style="list-style-type: none"> Conducts research to ensure IRM, BCM and CA are implemented in the Municipality according to good governance principles best suited for the Municipality's structure, mandate and culture. Understands and analyses fact patterns and concepts to confirm accuracy of information. Prompts clients based on analysis and findings in order to identify relevant significant risks, consequences and pro-active and re-active mitigating action plans. Prompts line managers and 2nd level assurance providers in order to analyse sufficiency (gaps) and inefficiencies (duplications) with regards to assurance provided (scope) by assurance providers. Prioritises alternative courses of action based on research and analysis. Ensures results are appropriately reported to Principal IRM practitioner for inclusion in Framework review. 	<p>competencies from previous levels.</p> <ul style="list-style-type: none"> Critically evaluates analysis prepared by others. Develops advice and solutions based on these analysis Communicates advice and solutions clearly to clients and others.
<p>7. Advocacy /Negotiation The ability to develop and present client or Municipality interests in appropriate forums, presenting and negotiating the best possible outcomes.</p>	<ul style="list-style-type: none"> Understand the basic methods of resolving basic queries received from clients and address minor problems that might occur. Advocates positions, conclusions and recommendations to 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Displays an understanding of fundamental advocacy and negotiation principles. Applies advocacy and negotiation principles toward achieving client objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Ascertains the goals and objectives of clients. Prepares for negotiations, including a thorough understanding of the technical requirements and merits of each position. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Demonstrates a range of advocacy/ negotiating skills and strategies Apply these skills and strategies to obtain optimal

	supervisors.		Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved. Displays creativity in reaching solutions that accomplish client objectives.	results for clients
<p>8. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Identify and alert IRM staff to potential conflicts of interest, following the approved procedures designed to deal with conflicts. Understand, apply and adhere to municipality's policies and the Code of Ethics and Conduct, procedures. Understands the mechanism available in the Municipality to report and resolve ethical issues. Portrays behaviour of honesty, and integrity and ensures confidentiality. Understands and actively ensures compliance with the Municipality's code of Ethics and Code of Conduct. Drive and monitor the completion of relevant declarations by IRM staff members. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Identifies and evaluates risks involved in alternative courses of action. Recommends appropriate course of action to relevant Principal IRM Practitioner. 	<ul style="list-style-type: none"> Adopts an appropriate advocacy/negotiating style in response to the issues and personalities involved. Displays creativity in reaching solutions that accomplish client objectives. Demonstrates competencies from previous level. Recognises potential conflicts of interest under applicable professional standards. Identifies other contentious issues and resolve these 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. Advocates for a recommendation and demonstrates how that recommendation will achieve desired objectives. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Properly resolves ethical, business and issue conflicts Evaluates relevant facts, issues and risks Distinguishes among various options Monitor and take corrective actions/report where applicable Prepares and executes effective strategies to achieve desired objectives taking into account relative risks Invests in continuous professional development. When requested to perform duties in an acting capacity ensure due diligence is applied.
<p>9. Organisational Awareness</p>	<ul style="list-style-type: none"> Basic understands the IRM processes. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. 	<ul style="list-style-type: none"> Demonstrates competencies from

<p>The ability to understand the Municipality's objectives, and the impact of decisions on the public and the functioning of the various directorates.</p>	<ul style="list-style-type: none"> • Basic knowledge about the Municipality. • Basic knowledge of the local government environment. • Knowledge of the municipality's priorities and goals. • Operates within the municipality's policies and procedures. • Awareness of the issues impacting service delivery. • Understands sector policies and legislation. 	<ul style="list-style-type: none"> • Understands and internalizes the municipality's priorities and goals. • 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. • Knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • Contributes to shaping the Municipality's specific goals and priorities. • Contributes to shaping the Municipality's policies and procedures. • Aligns annual/quarterly plans and individual workshops with municipality's goals and objectives. • Knowledge of the municipality's functional directorates and understands integration across these. • In-depth knowledge of relevant municipal legislation, policy, practice and code of conduct • Contributes toward addressing the Municipality's service delivery challenges. 	<p>previous levels.</p> <ul style="list-style-type: none"> • Contributes to shaping the municipality's sector specific goals and priorities • Knowledge of the municipality's functional directorates and understands strategic integration across these • In-depth knowledge of the municipality's challenges in delivering municipal services.
<p>10. Engagement Management Ability to plan, co-ordinate and control the tasks of self and others to deliver on engagements to the required specification and schedule.</p>	<ul style="list-style-type: none"> • Liaise with external and internal role-players. • Perform secretarial and office administration. • Manage basic engagements to the agreed standards. • Schedule and prioritize engagements effectively to ensure that tasks are completed within schedules, adhering to project plan. • Ensure appropriate and timeous responses/feedback with regards to assistance requested from internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Instill a level of trust with "Risk Community" on all levels, becoming the preferred point of call for advice with regards to risk documentation and assists with development of practical mitigation/solutions. • Utilising of facilitation and people skills to extract relevant information from line departments and senior management. • Assist line departments and senior management in managing IRM, BCM and CA in their span of control. • Manages multiple engagements to 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Prioritises multiple resources to meet competing deadlines. • Develops and continuously reviews project plans. • Mentoring various internal stakeholders to ensure IRM institutionalized at all levels of the organization.

<p>11. Information management The gathering and analysis of data, in order to conclude thereon.</p>	<ul style="list-style-type: none"> 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. Managing the central repository and documents. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Perform data analysis on IRM, BCM and CA monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns. Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. 	<ul style="list-style-type: none"> Manages engagements that are multi-disciplinary Adequately review, analyse and quality control risk registers. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Able to analyses and identify potential significant risks from known risk sources in order to prompt management on the identification and mitigation thereof. Document IRM, BCM and CA reporting information in required formats and categories in order to assist Principal IRM Practitioner and management with the analyzing and interpreting and of quarterly IRM and BCM risk trends and dashboards, as well as gaps and duplications with regards to assurance providers, ensuring Value-adding reporting. Quality check data entered into risk management software and extract accurate reports. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Manage, review and analyze IRM, BCM and CA information and conclusions. Draft/Review reports and conclude on results obtained. Maintain various electronic packages and systems required for IRM, BCM and CA.
Public Service Orientation					
<p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of Municipality's processes in</p>	<ul style="list-style-type: none"> Commitment to excellence Keep commitments and promises in undertaking tasks and meeting deadlines, supporting service delivery departments. Professional interaction with general public and 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Function independently as a 2nd level assurance provider to ensure risk and opportunities are always managed in the best interest of the municipality. Committed to monitoring and quality assurance. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Function independently as a 2nd level assurance provider to ensure risk and opportunities are always managed in the best interest of the municipality. Committed to monitoring and quality assurance. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels.

order to achieve Municipality's goals	stakeholders			
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. • Accurately captures other's expectations, ideas and concerns. • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Relates to people at all levels of the municipality. • Shows confidence in engagement with internal stakeholders. • Encourages and considers inputs of others. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Convinces others of ideas without suppressing views. • Acknowledge merits in others arguments and to incorporate proposals where it is warranted. • Negotiates skillfully in tough situations with both internal and external stakeholders. • Wins concessions without damaging relationship. • Sensitive to how people and the Municipality functions. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • 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 / sensitivity around how people, departments and stakeholders function.
<p>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.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served. • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction. • Takes personal responsibility for ensuring feedback. • Corrects problem promptly and professionally. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Continuously research and investigate how services to client departments can be improved to assist them with ensuring good governance with regards to IRM, BCM and CA, while striving to improve the utilisation of resources and optimizing service delivery. • Provide excellent service quality. • Demonstrates personal commitment to the client service vision through own actions and attitudes. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Supports others to take personal responsibility to deliver excellent customer service. • Manage any negative customer feedback received
<p>4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods. • Demonstrates effective oral 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level. • Organises and presents own perspective in logical manner. • Adapts communication contents 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Communicates effectively at senior and executive levels. • Communicates sensitive or 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels. • Accurately reviews documents and edits documents created by

<p>appropriately to verbal and written communication of others.</p>	<p>and written communication.</p>	<ul style="list-style-type: none"> to the audience. Uses terminology appropriate to the audience. 	<p>controversial information effectively: Developing communication geared for various audiences.</p> <ul style="list-style-type: none"> Handles sensitive one-on-one discussions effectively. Captures complex issues clearly and concisely. Conveys alternative viewpoints. Structures written documents in a logical framework in accordance with set norms and standards. Uses language and style to capture the attention of the audience. Organises discussions in logical manner. Responds to questions with accurate and complete answers. Ability to read situations and interest positions and to respond appropriately. 	<p>others.</p>
Management				
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Sets out work for others in a well-planned and organised manner, establishing clear direction. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Able to translate Municipality / Department goals into objectives for the unit and gains commitment from his/her team. Provides a clear sense of purpose and focuses on successful completion of objectives, through the setting of team goals and providing a clear sense of purpose.

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Commands respect from peers and managers. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Influences others effectively using a number of techniques. Able to convince, persuade and influence others. Effectively influences senior and executive management. 	<ul style="list-style-type: none"> Organises resources and inspires others towards focused performance. Demonstrates competencies from previous level. Motivates and inspires others. Establishes support and projects authority and credibility. Uses personal influence to achieve objectives.
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members. Actively participates in team activities. Shows consideration towards others. 	<ul style="list-style-type: none"> Demonstrates competencies from previous level. Shows initiative and confidence in dealing with others. Able to work in a multi-disciplinary team. Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels. 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. Draws on diverse backgrounds, skills and knowledge of team members. Fosters a strong sense of team belonging. Contributes towards positive climate within team. Involves and empowers team in setting and achieving goals.
<p>4. Coaching and</p>	<ul style="list-style-type: none"> Shares knowledge and 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies from 	<ul style="list-style-type: none"> Demonstrates competencies

<p>Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>information with colleges.</p> <ul style="list-style-type: none"> Articulate tasks and monitor adherence to deadlines. 	<p>from previous level.</p> <ul style="list-style-type: none"> Able to identify own development needs. 	<p>previous levels.</p> <ul style="list-style-type: none"> Actively renews own personal and professional skills and applies them in a productive way in the work environment. Understands the need for continuous professional development and research in order to stay abreast of Governance Best practices, especially with regards to IRM, BCM and CA. Demonstrates the ability to solve and handle difficult situations. 	<p>from previous levels.</p> <ul style="list-style-type: none"> Leads by example. Actively involved in the retention and development of talent within the municipality. Encourages self-reliance and allows staff to make and learn from mistakes. 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. Ability to understand the underlying causes for no or poor performance and to provide the appropriate support. Mentors by investing adequate time and effort in counselling and coaching subordinates. Understands municipality's needs and formulates and implements development plans, outlining specific
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				performance measures.
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23. INTERNAL AUDITING

Levels	1	2	3	4
TYPICAL DESIGNATIONS	Assistant Auditor	Auditor	Senior Auditor	Assist Manager / Manager Internal Audit
KNOWLEDGE	Conducts audit work according to prescribed norms and standards under the general direction of an experienced Auditor.	Conducts professional audit work according to norms and standards under the general direction of an experienced Senior Auditor.	Leads, conducts, and controls the audit work according to norms and standards. Supervise junior auditors	Manages, leads 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. Demonstrates a good knowledge base of governance, controls and risk management.
EXPERIENCE (Essential and preferred requirements)	Up to 2 years relevant experience required	Between 2 and 5 years' relevant experience required	Between 5 and 8 years' relevant experience required which includes 2 years of supervisory experience	8 years or more experience (which includes 2 years of supervisory) covering all aspects of the audit function (activities as depicted in IIA Standards 1000 and 2000)
QUALIFICATION (Essential and preferred requirements)	A relevant 3 year qualification with auditing or internal audit as a major.	A relevant 3 year qualification with auditing or internal audit as a major and registered with a recognised profession	A relevant 3 year qualification with auditing or internal audit as a major and registered with a recognised profession and envisaged professional designation career path	A relevant 3 year qualification with auditing or internal audit as a major and registered with a recognised profession and studying towards / achievement of envisaged professional

				designation
COMPETENCIES				
Functional / Professional				
<p>1. Internal Auditing Ability to evaluate the effectiveness of risk management, governance and internal control processes.</p>	<ul style="list-style-type: none"> 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 a preliminary Implementing coaching notes timeously and adequately Document analytical procedures and uses electronic auditing techniques Records audit information in line with the prescribed methodology and QA guidelines Conform to prescribed standards as well as approved directorate and corporate policies Reflect conduct as stipulated in the Internal Audit Charter and Code of 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Plan each assigned project with team members. Participate in defining the scope and audit objectives and completion of the preliminary risk assessment. Compile system descriptions and internal control questionnaires in accordance with IA Methodology. Develop the audit program. Ensure that audit work is in compliance with the norms and Standards of Internal Auditing and other standards set by IA. Timely complete own Performance Appraisal on each project. Keep personal timesheet up to date and submit monthly to the project manager for approval. Perform follow up reviews on progress made on corrective actions taken by client management to correct reported deficiencies and report thereon to the project manager. Prepare working papers to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Allocate individual budgeted hours and time frames to the assigned resources. Determine, in consultation with the project manager, the scope and objectives of the engagement, as well as any exclusion. Engage with the client by holding an opening meeting and identify further risks, concerns and business needs. Agree with the client on the scope and objectives of the project which is to be included in the planning of the project. Identify all the risks related to the project in a risk analysis and determine appropriate testing to be performed. Lead the programme of the work ensuring that established deadlines and budgeted hours on each project are met. Hold regular meetings with clients on each project to inform the clients on the progress of the audit or problems encountered. Ensure that audit work is in compliance with the norms and of Internal Auditing and other standards set by IA. Timely complete own Prepare draft audit project reports on 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Appropriate available resources on audit project assignments as per the operational coverage plan. Engage with the client and identify further risks and business needs. Agree on the scope and objectives of the project which is to be included in the planning of the project. Review and approve generated project work programmes that are based on the risk analysis of the relevant project. Review findings and recommendations on all projects for discussion and agreement with clients and inclusion in the audit reports. Monitor the programme of the work against established deadlines and budgeted hours on each project.

	<p>Ethics</p>	<p>substantiate the audit work performed on the assigned project.</p> <ul style="list-style-type: none"> Assess the system of internal controls and identify possible weaknesses that do not mitigate the risks to report on. Prepare finding and recommendations on the identified weaknesses on all projects for approval by the project manager. Discuss findings and recommendations with client, agree thereon with the client and obtain an action plan from the client. Clear coaching notes raised on all project files and electronic working papers within the requested timeframes. Ensure 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. Ensure that, where necessary, proper benchmarking of process, control and governance activities is performed. Obtain comments from the client related to the client satisfaction questionnaire. 	<p>findings complete with management comments for review by the project manager based on the results of the various audit engagements.</p> <ul style="list-style-type: none"> Obtain approval of the final report and submit report to the client. Ensure that, where necessary, proper benchmarking of process, control and governance activities is performed. Ensure that audit work performed receives positive satisfaction ratings from clients, Audit Committee and reliance by the Auditor General. Provide accurate and regular feedback to team members and project manager on audit activities of the assigned projects. 	<ul style="list-style-type: none"> Prepare audit project reports for review by the Manager IA / Senior Audit Manager related to the results of the various audit engagements Monitor timely completion of Performance Appraisals by team members of each project Monitor 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
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<p>2. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> • Be able to document Audit working papers. • Be 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 • Escalations to the next level is actioned and supported with valid reasoning. 	<ul style="list-style-type: none"> • Provide accurate and regular feedback to project leader and project manager on audit activities of the assigned projects. • 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. • Prepare the draft audit report with reflection of management comments and auditor's response • Reflects conduct as stipulated in the Audit Charter and IIA Code of Ethics 	<ul style="list-style-type: none"> • 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 • Review the engagement letter. • Finalize the draft audit report with reflection of management comments and auditor's response 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1 to 3. • Review and approve 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 • Review as to whether the draft audit reports are alignment to the audit methodology/ • Standards before submission to the Manager IA / Senior Audit Manager.
<p>3. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> • Explain positions orally within municipality on basic audit matters.) • Ensures professional interaction and communication with the clients. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Effectively and appropriately advocates positions orally within municipality on audit as per the audit standards. • Provide guidance to the audit team on goals and objectives of 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Demonstrates effective oral presentation skills. 	<ul style="list-style-type: none"> • 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

<p>4. Engagement Management 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>	<ul style="list-style-type: none"> Manages basic engagements to the agreed standards Able to complete engagements within internal audit budget time. Prioritises activities effectively to ensure that tasks are completed within Audit schedules Executes the audit programme as per the audit methodology/standards. Utilises an approved audit tools and techniques. Interprets and analyses information to come to an appropriate audit conclusion of the tests conducted. Scrutinises all documents and critically evaluates information in terms of reliability, validity, completeness, accuracy and timelines. Compiles adequate and concise working papers with appropriately cross 	<p>the audit</p> <ul style="list-style-type: none"> Demonstrates competence to communicate effectively with clients 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Manages resources to achieve the engagement objectives Adheres to project plan for audit engagements Documents the results of the audit steps properly or reviews the adequacy thereof Provides/ensures sufficient and reliable evidence to support proposed conclusions Conducts fieldwork is conducted in a competent and professional manner. Documents or reviews audit step conclusions addressing the audit step objectives Raises exceptions which are adequately supported with reliable evidence or reviews the adequacy thereof Identifies and raises all exceptions based on testing performed or ensures the identification thereof Reflects conduct as stipulated in 	<p>outcomes orally on complex and sensitive matters within the municipality. According to the audit methodology and IA Charter.)</p> <ul style="list-style-type: none"> Complete presentations to Audit management, Management and Audit Clients.
			<ul style="list-style-type: none"> Demonstrates competencies from previous level 1 and 2. Manages multiple engagements to agreed standards Manages engagements that are multi-disciplinary Prioritises multiple resources to meet competing deadlines as per the set standards. Translates objectives into specific plans. Interviews senior management to identify potential engagements. Reviews the adequacy of the audit step results documented. Reviews the sufficiency and reliability of evidence supporting proposed conclusions Reviews the adequacy of working papers complete and cross referencing to supporting documentation Reviews adequacy and professionalism of fieldwork conducted. Reviews audit step conclusions to ensure they address the audit step objectives per the Audit plan. Review exceptions raised to ensure they 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Prioritises multiple resources to meet competing deadlines as per the annual audit plan Complies with budgetary requirements as per the annual audit plan and HLPP Develops and continuously reviews audit project plans

<p>5. Research and Analysis 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>referencing to the audit supporting documentation</p> <ul style="list-style-type: none"> • Raises exceptions which are adequately supported with reliable evidence. • Identifies all exceptions based on audit tests, performed • Provides an appropriate root cause, criteria and effect for each exception raised. • Proposes practical recommendations that addresses root causes • Actions and addresses all coaching notes. • Records audit information on applicable audit tool in line with the prescribed methodology and Quality Assurance guidelines 	<p>the Audit Charter and IIA Code of Ethics</p>	<p>are adequately supported with reliable evidence.</p> <ul style="list-style-type: none"> • Ensures all exceptions were identified and raised based on testing performed • Reviews the appropriateness of root cause, criteria and effect for each exception raised • Ensures that recommendations are practical and address root causes • Identifies control procedures to ensure key risks are controlled and monitored 	
	<ul style="list-style-type: none"> • Identifies relevant issues and facts • Collate data according to the audit trends. • Applies authority to scope of work. 	<ul style="list-style-type: none"> • 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. • Complete tasks efficiently, in accordance with audit 	<ul style="list-style-type: none"> • 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. • Prioritises alternative courses of action based on research and analysis 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Critically evaluates analysis prepared by others • Develops advice and solutions based on these analysis • Communicates advice and solutions clearly to clients and others as per the IA Charter.

<p>6. Advocacy Negotiation The ability to develop and present Internal Audit interests in appropriate forums, presenting and negotiating the best possible outcomes.</p>	<ul style="list-style-type: none"> Understanding basic methods of resolving basic queries received from the client and address minor problems that might occur Advocates complex positions, conclusions and recommendations to supervisors 	<p>methodology.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays an understanding of fundamental advocacy and negotiation principles Applies advocacy and negotiation principles toward achieving client objectives Considers the interest of Internal Audit in persuading team members to focus on the successful completion of an audit 	<ul style="list-style-type: none"> 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 Displays creativity in reaching solutions that accomplish client objectives 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Demonstrates a range of advocacy/negotiating skills and strategies Applies these skills and strategies to obtain optimal results for clients
<p>7. Information management The gathering and analysis of data and the management thereof utilising various techniques to best explain the results of the audit process.</p>	<ul style="list-style-type: none"> Obtain/extract data into specific applications, computerised or manual in line with audit scope and objectives, to ensure relevance of data Use the appropriate audit tools to analyse data. Checks data as it is entered for obvious errors 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to conduct analysis of data by accessing and interpreting standardised reports Verify reports to be correct as per the audit methodology. Evaluates and reports on findings using spreadsheets and databases 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to draw conclusions per the IA methodology. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to analyse complex audit outcome per the audit methodology. Evaluates procedures, analyse information and provide conclusions Draft Reports on the results obtained and manage the associated information.
<p>8. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> Understands and follows municipality's policies and internal audit policies and the Code of Ethics and Conduct, procedures and IA methodology Understands the mechanism available in municipality to resolve ethical issues. Understands the independence and objectivity 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Identifies and evaluates risks involved in alternative courses of action Recommends appropriate course of action to senior auditors/management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Recognises potential conflicts of interest under applicable professional standards Identifies other contentious issues and resolves these Makes preliminary decisions and recommendations on difficult ethical issues Recommends a course of action based upon evaluation of relevant facts, issues 	<ul style="list-style-type: none"> Demonstrates and apply competencies from level 1 to 3. Properly resolves ethical, business and issue conflicts Evaluates relevant facts, issues and risks Distinguishes among various options Monitor and take corrective actions/report where

	<p>in performing of engagements with proficiency, professional competence and due care</p> <ul style="list-style-type: none"> • Portrays behaviour of honesty and integrity and ensures confidentiality. • Participate in continuous professional development. • Understands and actively ensures compliance to the rules of conduct as per the Internal Audit Code of Ethics 		<ul style="list-style-type: none"> • Advocates for a recommendation and is able to Demonstrate how that recommendation will achieve desired objectives 	<p>applicable</p> <ul style="list-style-type: none"> • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks • Invests in continuous professional development.
<p>9. 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.</p>	<ul style="list-style-type: none"> • 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 • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • 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 • In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • 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 strategic integration across these • In-depth knowledge of municipal legislation, policy, practice and code of conduct • Contributes toward addressing the municipality's service delivery challenges. 	<ul style="list-style-type: none"> • 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 • In-depth knowledge of the municipality's challenges in delivering municipal services
Public Service Orientation				
<p>1. Service Delivery Orientation The ability to explore and implement new ways of delivering services that</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to stakeholders and role-

<p>contribute to the improvement of municipal processes in order to achieve municipal goals.</p> <p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Manages community expectations within financial, technical and capacity constraints • 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 • Wins concessions without damaging relationships 	<p>players, including the public, probity activities and other assurance provider activities</p> <ul style="list-style-type: none"> • 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 • Awareness / sensitivity around how people and municipality function
<p>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.</p>	<ul style="list-style-type: none"> • 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 problem promptly, without being defensive 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • 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.
<p>4. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Structures written documents in a logical framework • Captures complex issues clearly and concisely • Conveys alternative viewpoints 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Develops communications geared for various audiences • Ability to read situations and interest positions and to respond appropriately

296

others.		the audience	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Communicates sensitive or controversial information effectively Communicates effectively at senior levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience
Management				
<p>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 (Strategic and Forward Thinking)</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Municipality / 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 Organises resources and inspires others towards focused performance
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management and executive 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Achieves compromise and alignment on strategic issues by using personal influence

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares knowledge and information with subordinates • Able to identify own development needs 	<ul style="list-style-type: none"> • 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 • Understands requirements for professional development of Auditors • Able to develop appropriate training interventions • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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 Auditors • Actively creates development opportunities by crafting roles to best meet the needs of individuals • Constantly on the lookout for training, continuous development and improvement opportunities for Auditors
<p>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.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and collaborates easily with others 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> • 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 • Draws on diverse backgrounds, skills and knowledge of team members • Fosters a strong sense of team belonging • Contributes towards positive climate within team

				<ul style="list-style-type: none"> Involves and empowers team in setting and achieving goals
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24. LEGAL

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	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. May coordinate and facilitate legal matters requiring external legal assistance.	Responsible for handling a variety of moderately complex assigned legal projects. 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. 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. May be responsible for the supervision of teams of risk/compliance staff.
EXPERIENCE	Up to 2 years' experience required	Between 2 and 5 years relevant legal experience required	Between 5 and 8 years relevant legal experience required	8 years of more relevant legal experience required.
QUALIFICATION	A relevant 3 year B-Degree law	A relevant 3 year B-Degree in law	A relevant 3 year B-Degree in law	A relevant 3 year B-Degree in law
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
1. Written	<ul style="list-style-type: none"> Be able to write legal 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies

<p>Communication/Drafting The ability to communicate complex legal information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> 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 Provide written advice to the Municipality on various legal aspects affecting the Municipality. Ability to draft Service Level Agreements, Memorandums of understanding, reports, opinions and <i>et cetera</i> 	<p>from level 1.</p> <ul style="list-style-type: none"> 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 Drafting Legal Opinions on various topics of law Draft various municipal related policies and by-laws; 	<p>from level 1 and 2.</p> <ul style="list-style-type: none"> Takes primary responsibility for correspondence, pleadings, legal memoranda, legal opinions and legislation Prepares documents with minimal review by supervising legal practitioner Effectively collaborates on larger written projects with colleagues 	<p>from level 1 to 3.</p> <ul style="list-style-type: none"> Takes supervisory responsibility for reviewing and editing less experienced practitioners' work Mentor and guide legal advisors
<p>2. Oral Communication The ability to articulate complex legal concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> Expresses views, advice and legal positions effectively and appropriately on straightforward matters both within and outside municipality 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Effectively and appropriately advocates positions orally within municipality on complex matters 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> 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 Advocates capably on behalf of clients and municipality both within and outside the municipality 	<p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> Demonstrates effective oral presentation skills for complex and sensitive topics and issues
<p>3. Research and Analysis Ability to break a legal problem into component parts, identify key</p>	<ul style="list-style-type: none"> Ability to research legal concept and topic and translate them into simple 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Understands and analyses 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Supervises and monitors 	<p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> Critically evaluates research

300

<p>issues, locate authority in the form of statute and case law and compile cogent legal arguments to support a position.</p>	<ul style="list-style-type: none"> comprehensible topic. Identifies various legal problems and resolve them through research and analysis. Researching on various topics of law affecting the municipality; Locates authority and/or case law relevant to the issue Applies authority to the facts at hand Research information in support of the formulation of an approach to disputes 	<p>complex legal factual matters and legal concepts</p> <ul style="list-style-type: none"> Track the development of the law, identified through research and provide analysis thereto; Provide practical legal ideas and solutions to address issues presented; Advises and communicates ideas an innovative legal solutions to the municipality Completes tasks efficiently, recognising appropriateness of time and costs 	<p>research conducted by subordinates;</p> <ul style="list-style-type: none"> 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 Prioritises alternative courses of action based on research and analysis 	<p>and analysis prepared by subordinates and external attorneys</p> <ul style="list-style-type: none"> Develops reports on advice and solutions provided by subordinates; Communicates advice and solutions clearly to directors, units and sections of the Municipality including Council and its committees.
<p>4. Advocacy /Negotiation The ability to develop and present client or Municipality interests in appropriate forums, presenting and negotiation the best possible outcomes.</p>	<ul style="list-style-type: none"> Advocates positions, conclusions and recommendations to supervisors; Assist and support senior legal advisors in presenting and representing municipality in various dispute resolution forums. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays an understanding of fundamental advocacy and negotiation principles Applies advocacy and negotiation principles toward achieving client objectives Represent the municipality in various dispute resolution forums; 	<ul style="list-style-type: none"> 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 Displays creativity in reaching solutions that accomplish client objectives 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Supervise, monitor and approve 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 Advising 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>5. Ethics and Professionalism</p>	<ul style="list-style-type: none"> Identify and alert the legal 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies

<p>The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> 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 Identify risks involved and suggest new and alternative courses of action to treat the risk. 	<ul style="list-style-type: none"> from level 1. Identifies and evaluates risks involved in alternative courses of action Recommends appropriate course of action to supervising practitioners 	<ul style="list-style-type: none"> 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 Advocates for a recommendation and is able to Demonstrates how that recommendation will achieve desired objectives 	<ul style="list-style-type: none"> 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 Conduct appeal or review Investigations relating to the conduct of officials / Councillors and/or assisting in approved independent investigations and advising the Municipal Manager/Council on steps to be initiated.
<p>6. 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.</p>	<ul style="list-style-type: none"> 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 Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> 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 In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> 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 Contributes toward addressing the municipality's service delivery challenges 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Supervises, guide and monitor legal advisors awareness of local government goals and objectives.

<p>7. 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.</p>	<ul style="list-style-type: none"> • 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; • Analyses and manages the resolution of minor legal disputes as delegated by legal advisor; 	<ul style="list-style-type: none"> • 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 practitioners, to advise on legal proceedings • Recommends a course of action based upon evaluation of relevant facts and issues 	<ul style="list-style-type: none"> • 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 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 • Understands and applies rules of court in presenting evidence and following of litigation procedure 	<ul style="list-style-type: none"> • 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 • Prepares and executes effective strategies to achieve desired objectives taking into account relative risks.
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.

<p>maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<ul style="list-style-type: none"> Monitor, guide and supervise subordinates in relation to the interpersonal relations; Ability to be both direct and forthright; Be 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 municipality function
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> 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 Uses language and style to capture the attention of the audience
<p>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</p>	<ul style="list-style-type: none"> Understand the key objectives of municipality's service delivery objective. Commitment to excellence Keeps commitments and promises in undertaking tasks 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public Understands and articulates community needs 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Establishes a collaborative relationship with the community Speaks effectively on service

municipal goals.	and meeting deadlines		Manages community expectations within financial, technical and capacity constraints	delivery matters as required
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Perform their duties with minimal supervision from legal advisors; Take charge of their tasks and manage them effectively; Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Commands respect from peers and subordinates 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 3. Motivates and inspires others Effectively influences senior management and executive Establishes support and projects authority and credibility Uses influence to achieve objectives
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Able to translate Directorates / Department's goals into objectives for the unit and gains commitment for these

<p>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.</p>	<ul style="list-style-type: none"> Willingness to be coached and mentored; Shares knowledge and information with peers 	<ul style="list-style-type: none"> 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. Able to identify own development needs and suggest measures to attain them; 	<ul style="list-style-type: none"> 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 Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<ul style="list-style-type: none"> goals from the team Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focussed performance 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 Constantly on the lookout for training opportunities for subordinates
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25. LOCAL ECONOMIC DEVELOPMENT

<p>LEVELS</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>TYPICAL DESIGNATIONS</p>	<p>Assistant LAED Officer</p>	<p>LAED Officer</p>	<p>Senior LAED Officer</p>	<p>Senior Economic Development Officer</p>
<p>(These are a guideline and</p>	<p>Assistant Economic Development Officer</p>	<p>Economic Development Officer</p>	<p>Senior Economic Development Officer</p>	<p>Senior Economic Development Officer</p>

306

therefore not limited.)				
KNOWLEDGE	Local government legislation and constitutional mandate	Local government legislation and constitutional mandate	Local government legislation and constitutional mandate	Local government legislation and constitutional mandate
	Community based project and programme management	Community based project and programme management	Community based project and programme management	Community based project and programme management
	SCM processes and MFMA requirements	SCM processes and MFMA requirements	SCM processes and MFMA requirements	SCM processes and MFMA requirements
EXPERIENCE	Roles of the three spheres of government in economic empowerment and development	Roles of the three spheres of government in economic empowerment and development	Roles of the three spheres of government in economic empowerment and development	Roles of the three spheres of government in economic empowerment and development
	Between 0 and 2 years relevant experience	Between 2 and 5 years relevant experience	Between 5 and 8 years relevant experience	Between 5 and 8 years relevant experience
QUALIFICATION	Relevant 3 year tertiary qualification	Relevant 3 year tertiary qualification	Relevant 3 year tertiary qualification	Relevant 3 year tertiary qualification
	COMPETENCIES			
COMPETENCY LEVELS	1	2	3	4
	Functional / Professional			
1. Research and Analysis	<ul style="list-style-type: none"> Ability to compile data and information to inform the data and analysis components of draft research briefs (Terms 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to work independently and manage the analysis 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Able to advise, guide and manage research projects 	

<p>research and information for decision making.</p>	<ul style="list-style-type: none"> 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. Demonstrates understanding of data and data analysis elements in research 	<ul style="list-style-type: none"> 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 Able to advise on data and information analysis for research that has a Department and Directorate wide impact and which carry moderate risk to municipal performance. Ability to work, share knowledge and best practices on research data analysis across municipal departments and other municipalities to identify and share critical knowledge on research data analysis 	<ul style="list-style-type: none"> related to research data methodologies, data analyses and results. 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. Is aware of internal and external development research and analysis (is networked). Able to review data analysis from research and advise and guide in terms of recommendations Is able to assess research data and make recommendations for the inclusion of the data in the databases. Advises, performs and monitors research data and research data analysis quality control. Able to advise on and
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		<ul style="list-style-type: none"> • Able to deal with some levels of complexity and ambiguity. 	<ul style="list-style-type: none"> • manage research analysis components of projects that have a municipality- wide impact and carry high risk to municipal performance. • Able to Identify, solve and monitor unique data analysis issues or problems that have total municipal impact. • Able to deal with high levels of complexity and ambiguity 	
<p>2. Strategic Planning and Strategy Formulation Ability to understand the process of strategic planning and contribute effectively to strategy formulation.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of strategy design and implementation process • Ability to distinguish between strategic issues and operational or routine matters • Recognizes the importance of strategic guidance and structured operational implementation 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ability to participate and contribute in strategic planning sessions • Demonstration of insight into interface between various strategies and interventions • Ability to foresee conflict and duplication amongst the array of local, provincial and national policies and strategies 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2, . • Ability to lead and guide multi-stakeholder strategic participatory planning session and implementation • Ability to use a wide range of strategic planning tools and techniques • Ability 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) 	
<p>3. Programme and Project Management Plans, manages, monitors and evaluates specific activities in order</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of project management theory and implementation • Ability to do project 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ability to compile programme and project implementation 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Ability to produce and lead complex integrated 	

<p>to deliver the desired outputs and outcomes.</p>	<p>identification and initiation</p> <ul style="list-style-type: none"> Ability to implement simple action plans for projects 	<p>plans</p> <ul style="list-style-type: none"> Ensure role clarification and give direction to team Ability to monitor programme/project implementation and produce progress reports Ability to identify bottlenecks and deviations from implementation plans 	<p>programmes/projects</p> <ul style="list-style-type: none"> Ability to coordinate and lead multi-stakeholder teams and interest groups Demonstrates insight into challenges and ability to do problem solving Ability to monitor and evaluate programme/project outcomes and impacts and to develop corrective measures where appropriate 	
<p>4. 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.</p>	<ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant to projects Shows confidence in engaging with internal and external stakeholders Communicates effectively Accurately captures details of meetings and proceedings for formal record 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops well defined communication strategy. Displays thorough understanding of subject matter, of risks, stakeholder dynamics and consultation processes and methodologies. Balances political views with municipal needs when communicating differing viewpoints on complex issues; Ability to read situations and interest positions and to respond appropriately Uses language and style to capture the attention of the audience 	

<p>5. Financial Management 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>	<ul style="list-style-type: none"> • Demonstrates knowledge of financial planning and budget implementation • Ability to allocate budgetary requirements to simple programmes and projects • Ability to implement and monitor spending for simple projects • Recognizes the importance of financial sustainability and prudent financial management systems 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Ability to analyze spending and compile progress reports • Ability to produce implementation plans and milestones • Demonstrates a prudent understanding of the Financial legal framework and ensures compliance 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Ability to do multi-year financial planning and risk assessments • Ability to assign priority to budget allocations and to identify the most cost effective implementation methods • Ability to manage resources effectively and optimally • Ability to monitor and evaluate budget spending and impacts and to take corrective measures where needed 	<p>manner that gains support, commitment and agreement; Communicates controversial, sensitive messages to stakeholders tactfully; Listens well and is receptive and encourages participation and mutual understanding</p>
<p>6. 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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to provide data, information and trends analyses for Municipality and related reporting • Able to draft reports using development data and information, statistical data, 	<ul style="list-style-type: none"> • 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 	

<p>7. Socio-Economic/Socio-Political Awareness 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</p>	<p>information, statistical data and qualitative information</p> <ul style="list-style-type: none"> • 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 • Able to prepare draft presentations 	<p>graphs, tables and maps, as well as qualitative information as required</p> <ul style="list-style-type: none"> • 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, analysis products to internal and external customers • Able to prepare and undertake presentations to Municipality Directorates and Departments and other internal groups 	<p>and qualitative development data and information as required</p> <ul style="list-style-type: none"> • Able to advise on and monitor the preparation of a range of information products as may be required • 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 • Able to prepare and undertake presentations to Municipality and external groups 	
	<ul style="list-style-type: none"> • Demonstrates an awareness of the <ul style="list-style-type: none"> ○ municipal and local government processes • Understands and internalizes the Municipality's priorities and goals • Understands sector policies and legislation 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands Municipality's priorities, goals and issues • Contributes to shaping the Municipality's sector specific goals and priorities and the Municipality's policies and procedures 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Aligns and influences Municipality priorities and projects to support the implementation of strategies. • Displays and applies in-depth understanding of the broader development context and is 	

<p>recommendations on information results , outcomes and products.</p>	<ul style="list-style-type: none"> • Able to display in-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> • Able to apply in-depth knowledge of development issues current approaches and able to assess the implications for the Municipality. • Has in-depth knowledge of municipal and sector legislation • Approaches each situation with a clear perception of municipal and political reality. Displays understanding of objectives of addressing past imbalances and the challenges that constrain delivery against these objectives 	<ul style="list-style-type: none"> • able to assess the implications for the Municipality • Contributes to shaping Municipality, Provincial and National policy on social, economic and development issues. • Has credibility and is able to influence decision-making and planning at a higher level. • Able to input to and influence national norms and standards for development data information and research 	
<p>8. 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.</p>	<ul style="list-style-type: none"> • 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 • Measures progress and monitors performance and results 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 partnership agreements that ensures win – win outcomes for all parties • Projects and forecasts short, medium and long term needs for the Municipality 	

CONTINUES ON PAGE 514 - PART 5



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 5 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

<p>9. Policy Development The ability to formulate, advise on and undertake urban development policy and policy processes to ensure quality policy to guide and inform the achievement of objectives, programmes, projects and decision making.</p>	<ul style="list-style-type: none"> • Has working knowledge of urban development policies • Able to access and prepare policy summaries • Able to draft inputs to policy processes • Able to prepare inputs to policy content • Able to monitor, track and report on policy development processes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • In-depth knowledge of urban development policies and their application • Is able to identify challenges and opportunities relating to policy formulation and implementation • Is able to provide comment and input on the policies and their implementation • Able to provide policy formulation advice • Able to monitor and provide reports on urban development policies • Able to prepare the implications of policies for Municipality urban development, planning and decision making 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to identify and analyse existing policies and their implementation and make recommendations of amendments to bring about improvement • 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 • Advise leads and coordinates policy formulation, development and monitoring processes • Able to advise on the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of the policy • Monitors and reports on policy implementation 	<p>and delegation to others</p> <ul style="list-style-type: none"> • Develops scenarios on projects • Assists others to plan and organise their work
Public Service Orientation				
<p>1. Interpersonal Relationships</p>	<ul style="list-style-type: none"> • Relates well to others 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies from

<p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Initiates contact with other people • Displays consideration towards others • Listens effectively and responds appropriately 	<p>from level 1.</p> <ul style="list-style-type: none"> • 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 • Is able to assert his/her opinions 	<p>from level 1 and 2.</p> <ul style="list-style-type: none"> • 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 • Ability to be both direct and forthright as well as diplomatic and tactful 	<p>level 1 to 3.</p> <ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Develops well defined communication strategy. Understands the audience and is able to use appropriate medium 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 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Communicates with the media without compromising the integrity of the municipality • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience 	<p>Demonstrates competencies from level 1 to 3</p>

<p>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.</p>	<p>the Municipality</p> <ul style="list-style-type: none"> • Listens well and is receptive and encourages participation and mutual understanding. • Displays commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders • Is aware of community needs and expectations and understands the processes for integrating these into the Municipality's GIS plans 	<p>issues;</p> <ul style="list-style-type: none"> • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way • 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. Is aware of the civic organisations and is able to engage them in service delivery processes. 	<ul style="list-style-type: none"> • 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 • Speaks effectively on service delivery matters to the media 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.
<p>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.</p>	<ul style="list-style-type: none"> • Displays a customer focus • Is reliable and delivers on time • Establishes rapport with customers • Responds to client needs timeously 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction; • Takes personal responsibility for providing excellent service 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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

316

		<ul style="list-style-type: none"> quality; Corrects problems promptly, without being defensive; Supports others to take personal responsibility to deliver excellent customer service; 	<ul style="list-style-type: none"> 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.); 	<p>consistent with the client service vision.</p>
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> 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 Uses an in depth understanding of the interactions within a group to move towards a specific agenda 	<ul style="list-style-type: none"> 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 Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure. Demonstrates calm around adversity 	<ul style="list-style-type: none"> 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 forces affecting the organization. Able to make unpopular decisions if it is in the best interests of the municipality
<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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

			knowledge of team members	expertise and resources
<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from other municipalities/departments and manage in a competitive environment • 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 • Encourages self-reliance and allows staff to make and learn from mistakes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • 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 municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Understands municipal 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
<p>4. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; • Defines roles and responsibilities for project team members and clearly 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides a clear sense of purpose and focuses on successful completion of objectives 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Provides advice and guidance on policies; • Acts decisively having assessed the risks 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Monitors the management of risks across multiple projects by examining total resource requirements and assessing

318

deliver on the municipal mandate.	communicates expectations	<ul style="list-style-type: none"> 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”; Complies with statutory requirements and apply policies consistently 	<ul style="list-style-type: none"> 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 Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals; 	impact of projects on the day-to-day operations; <ul style="list-style-type: none"> Monitors policy implementation and puts in place procedures to manage risks.
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26. MANAGERIAL / LEADERSHIP

LEVELS	1	2	3	4
TYPICAL CAREER STREAM	Functional/Operational Head / Unit Head / Operational manager	Assistant Manager	Manager: (Function)	Director or Head of Directorate
KNOWLEDGE	Functional knowledge of a fixed installation e.g. treatment plant, workshop or area/district/section. Functional knowledge of a unit within a section / section within a branch. Typically would report to the Assistant Manager / Manager.	Functional knowledge of a section within a branch. Typically would report to the manager of a branch within a directorate i.e. Manager: (Function).	Functional knowledge of the management of a branch within a directorate. Typically would report to the Head of a Directorate i.e. Director.	Functional knowledge of the full range of management functions of a directorate
EXPERIENCE	Between 2 and 5 years' supervisory / management experience required.	Between 5 and 8 years' supervisory / management experience required.	Between 5 and 8 years' managerial / leadership experience required.	8 years or more managerial / leadership experience required.
QUALIFICATION	A appropriate 3 year tertiary qualification	A appropriate 3 year tertiary qualification	A appropriate 3 year tertiary qualification	A appropriate 3 year tertiary qualification

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
<p>1. Financial Management 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>	<ul style="list-style-type: none"> • Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate • Prepares own budget in line with the strategic objectives of the municipality • Understands the application of financial and legislative policy frameworks of the municipality including the Supply Chain Management policy and process and applies sound procurement management • Takes utmost care to protect municipal assets 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands, analyses and monitors financial reports • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages and monitors financial risk • Continuously looks for new opportunities to obtain and save funds • Understands and weighs up financial implications of propositions • Ensures effective utilisation of financial resources • Develops corrective measures/actions to ensure alignment of budget to financial resources • Promotes adherence to sound financial management standards, policies and practices • Has in-depth knowledge of national policy and legislation impacting on municipal finance • Identifies and acts on irregular expenditure and other losses that may constitute a criminal offence 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Sets strategic direction in the allocation of funding based on the utilisation of cost-benefit thinking to established IDP priorities • Evaluates financial impact of strategic decisions across the municipality • Identifies and implements partnerships and explores alternate avenues to achieve financial savings and improved service delivery • Discloses material facts which may influence decisions or actions of Council
<p>2. People Management and Empowerment</p>	<ul style="list-style-type: none"> • Assigns clearly defined tasks to subordinates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.

320

<p>Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient Seeks opportunities to increase personal contribution and level of responsibility Applies labour and employment legislation and regulations and policies consistently Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches Identifies and harnesses /develops talented employees 	<ul style="list-style-type: none"> Gives direction to the team in realising the municipality's strategic objectives Delegates and empowers others to increase contribution and level of responsibility and accountability Able to manage own time/priorities as well as time of colleagues and other stakeholders/service providers Provides opportunities that will enhance a more diverse workforce and equal access to development for all people in the designated groups Recruits, develops and retains talented staff Ensures compliance with the employment equity and Affirmative Action policy and objectives 	<ul style="list-style-type: none"> Facilitates team goal setting and problem solving Recognises individuals and teams and provides developmental feedback 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 Displays personal interest in the well-being of colleagues Manages conflict through a participatory transparent approach Drives compliance with the Employment Equity and Affirmative Action policy and objectives 	<ul style="list-style-type: none"> Provides insight, assistance and leadership to managers and their subordinates in promoting a culturally and racially integrated workplace Takes active steps to address practices and policies that discriminate against employees on the basis of race, gender, disability or culture Promotes diversity through planned activities aimed at building sensitivity and support for others
<p>8. Project and Programme Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> Organises the team and develop workplans Uses computer software programmes to help manage projects (MS project, etc.) Establishes broad stakeholder involvement and communicates the project status and key milestones 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Defines roles and responsibilities for project team members and clearly communicates expectations Sets and manages service level agreements with contractors Manages multiple projects/programmes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Motivates and coaches project teams to achieve highest project results Identifies and manages risks to the project by assessing potential risks and building contingencies into project plans Consistently identifies 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Initiates several projects after conducting a strategic analysis of the municipality on the micro and macro levels Persuades political heads to adopt and implement results/outcome of the project Initiates projects that lead to the achievement of the long-

	<ul style="list-style-type: none"> Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) Check quality of work against pre-determined specifications 	<ul style="list-style-type: none"> Prioritises multiple resources to meet competing deadlines 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 	<ul style="list-style-type: none"> Monitors policy implementation and puts in place procedures to manage risks Conceptualises the long term effects of the desired outcomes of projects Monitors the management of risks across multiple projects by examining total resource requirements and assessing impact of projects of the day-to-day operations 	<ul style="list-style-type: none"> Leads and coordinates the translation of policy into action plans Sponsors multiple projects by allocating resources and supports the goals of these projects 	<ul style="list-style-type: none"> term strategic objectives of the municipality Leads and coordinates the translation of policy into action plans Sponsors multiple projects by allocating resources and supports the goals of these projects
<p>9. Organisational Awareness/Political Impact</p> <p>Drives equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact public interest/concerns.</p>	<ul style="list-style-type: none"> Demonstrates an understanding of the municipal and local government processes Understands and internalizes the municipality's priorities and goals Understands sector policies and legislation In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Drives equitable service delivery taking into account how service delivery priorities, 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 Understands priorities, goals and issues of neighbouring municipalities and local government 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Approaches each situation with a clear perception of municipal and political reality Contributes to shaping the municipality's sector specific goals and priorities In-depth knowledge of municipal and sector legislation Contributes toward addressing the municipality's service delivery challenges Displays an understanding of the political landscape in which the municipality operates 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Determines and drives alignment of service delivery with the municipality's strategic direction Aligns (influences) municipality priorities and projects to support the implementation of Provincial Growth and Development Strategies Contributes to shaping national policy on service delivery issues Influences national norms and standards for municipal services 	
<p>10. Knowledge Management</p> <p>Ability to promote the generation and</p>	<ul style="list-style-type: none"> Promotes the importance of knowledge sharing within 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. 	

<p>sharing of knowledge and learning in order to enhance the collective knowledge of the municipality.</p>	<p>own area</p> <ul style="list-style-type: none"> • Use appropriate information systems to manage municipal knowledge • Uses modern technology to stay abreast of world trends and information • Evaluates information from multiple sources and uses information to influence decisions 	<ul style="list-style-type: none"> • Creates mechanisms and structures for sharing of knowledge in the municipality • Nurtures a knowledge-enabling environment • Shares and promotes best practices across the local government sector 	<ul style="list-style-type: none"> • Anticipates future knowledge management requirements and systems • Creates a culture of a learning municipality • Works across municipalities to identify and share critical knowledge • Creates and supports a vision and culture where staff feel empowered to seek and share knowledge • Actively participates in fora outside of the municipality where knowledge is generated and shared e.g. professional associations 	<ul style="list-style-type: none"> • Establishes partnerships across municipal boundaries to facilitate knowledge management • Strives to ensure that there is a correlation between the work of the municipality and the knowledge strategies
<p>11. 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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Translates objectives into specific plans • Sets short term and longer term business plans and goals and cascades it to the work team and individual • 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 • Conceptualises options 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets goals and objectives relevant to the function and focuses on the customer's needs • Develops integrated plans for the work unit and others that interface with the department's budget and MTREF (Medium Term Revenue and Expenditure Framework) • Taps into the resources of other units and departments, employing methods such as cross functional teams, secondments, developmental assignments and collaborative 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3plus • 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 within the applicable legislative framework • Interpret IDP and planning initiatives into specific project requirements • Projects and forecasts short, medium and long term needs for the municipalities

	<ul style="list-style-type: none"> • Has working knowledge of policies and codes of practice • Complies with statutory requirements and applies policies consistently 	<ul style="list-style-type: none"> • Identifies and allocates resources • Develops contingency plans for potential problems • Assists others to plan and organise their work 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • In-depth knowledge of municipal policies and their application • Is able to identify challenges and opportunities relating to policy implementation • Is able to provide comment and input on the practical aspects of policy implementation 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement • Able to conceptualise and formulate policy within the government frameworks • Able to evaluate the implications of new policy on systems, procedures and budgets • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of projects • Monitors policy implementation and puts in place procedures to manage risks 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to influence national policy on matters impacting on local government • Translates national policy into relevant projects, programmes and policies for the municipality • Grasp and articulate the big picture and its implication 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to influence national policy on matters impacting on local government • Translates national policy into relevant projects, programmes and policies for the municipality • Grasp and articulate the big picture and its implication
Public Service Orientation						
1. Service Delivery Orientation The ability to improve existing and explore and implement new ways of delivering services that contribute to	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Researches needs of clients 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and articulates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Identifies the need for section 		

<p>the improvement of municipal processes in order to achieve municipal goals.</p>	<p>tasks and meeting deadlines</p> <ul style="list-style-type: none"> Establishes a collaborative relationship with the community 	<ul style="list-style-type: none"> Consults clients and stakeholders on ways to improve the delivery of services Professional in interaction with the general public and stakeholders 	<p>community needs in local government plans</p> <ul style="list-style-type: none"> Manages community expectations within financial, technical and capacity constraints Integrates processes, policies and structures across the municipality to achieve improved efficiency and effectiveness Monitors service providers to ensure that service delivery meets the standards set out in the Service Level Agreements and inspires them to improve service standards Identifies and analyses opportunities where innovative ideas can lead to improved service delivery 	<p>78 investigations in terms of the Municipal Systems Act (Constantly assess the effectiveness of service delivery models)</p> <ul style="list-style-type: none"> Identifies innovative service delivery options for the municipality Ensures service delivery mechanisms are innovative and fully comply with the Municipal Systems Act and the Municipal Finance Management Act Consults and utilises international best practices on service delivery innovation
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 merited Negotiates skilfully in tough situations with both internal and external stakeholders Wins concessions without damaging relationships 	<ul style="list-style-type: none"> 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 Awareness of how people and municipality function

<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>	<ul style="list-style-type: none"> • 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 problem promptly, without being defensive • Demonstrates personal commitment to the client service vision through own actions and attitudes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the client's issues and seeks information about their current and future requirements • Implements client satisfaction feedback to ensure provision of quality service • Sets the climate and creates a culture to attain client focussed outcomes (i.e. performance management, resource allocation, etc.) • Supports others to take personal responsibility to deliver excellent customer service 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision • Takes specific and sustained action to implement the client service vision 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Defines a client service vision and how it strategically fits within the municipality • Clearly articulates a municipality vision that supports a client focussed workforce • Aligns the municipal structure and management processes to support the client vision
<p>4. 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>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Adapts communication content and style according to the audience including managing body language effectively 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 • Listens well and is receptive and encourages participation and mutual understanding • Communicates high risk sensitive matters to all relevant stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Develops a well-defined communication strategy • Steers negotiations around complex issues and arrives at a win/win situation • Expresses ideas to individuals and groups both in formal and informal settings to create buy-in • Markets and promotes the municipality to external stakeholders • Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Ability to read situations and interest positions and to respond appropriately • Uses language persuasively with relevant audiences • Lead negotiations and represent the municipality • Coordinates negotiations at different levels within the municipality and externally • Balances political views with municipal needs when communicating differing viewpoints on complex issues • Communicates with the media.

					where the delegated authority exists, without compromising the integrity of the municipality.
Leadership					
<p>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.</p>	<ul style="list-style-type: none"> 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 Defines roles and responsibilities for project team members and clearly communicates expectations 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides a clear sense of purpose and focuses on successful completion of objectives aligned to the IDP Motivates and coaches staff/teams to achieve objectives as contained in the IDP and SDBIP Seeks mutual benefit / win-win outcomes for all concerned Inspires staff with own behaviour – "walks the talk" Complies with statutory requirements and apply policies consistently 	<ul style="list-style-type: none"> 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 the goals of the IDP and SDBIPs Initiates and manages change in pursuit of strategic objectives Monitors policy implementation and puts in place procedures to manage risks 	<ul style="list-style-type: none"> 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 arrives at multiple ways of achieving goals Is very forward thinking and produces innovation and has the ability to link ideas in new ways Provides leadership on policy related matters Initiates projects that lead to the achievement of long-term strategic objectives of the municipality 	
	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Commands respect from peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> 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 Uses an in depth understanding of the interactions within a group to move towards a specific 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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 	<ul style="list-style-type: none"> 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 Make decisions, even if unpopular, if it is in the best interests of the municipality 	
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Commands respect from peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> 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 Uses an in depth understanding of the interactions within a group to move towards a specific 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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 	<ul style="list-style-type: none"> 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 Make decisions, even if unpopular, if it is in the best interests of the municipality 	

		agenda	<ul style="list-style-type: none"> • Mediate conflicts and disagreements 	<ul style="list-style-type: none"> • Shows a strength of character maintaining performance under duress and pressure • Advise Senior Management (Section 56/57) to adopt and implement results/outcomes of projects to enable decision making and to gain support at a political level
<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates outcomes and develop initiatives to address any gaps in a positive way • Balances the municipality's tasks and goals with subordinates personal and professional needs 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 • Encourages self-reliance and allows staff to make and learn from mistakes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • 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 municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Formulates and implements appropriate policies to support staff development • Ensures that training policies support the strategy and drive the desired behaviours • Actively creates development opportunities by crafting roles to best meet the needs of managers • Ensure the alignment of the coaching and mentoring processes to meet the strategic objectives of the municipality
<p>4. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Able to manage a multi-disciplinary team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Uses complex strategies such as team assignments, cross training, etc. to promote team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Encourages team approach to problem solving • Recognises and respects the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Seeks an integrated approach to service delivery across other municipal functions

328

working with others to achieve a shared goal.	<ul style="list-style-type: none"> 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) Creates strong morale/team spirit Draws on diverse backgrounds, skills and knowledge of team members 	<p>morale and productivity</p> <ul style="list-style-type: none"> 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 Works effectively with people from other municipalities/ departments and manage in a competitive environment 	<p>value of diverse views</p> <ul style="list-style-type: none"> Builds team spirit in cohesion across function boundaries in the respective departments 	<ul style="list-style-type: none"> Seeks to exploit synergies that may exist with other directorates
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27. MEDICAL

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	Enrolled Nurse Nurse –Enrolled Auxiliary	Professional Nurse Therapist Radiographer	Senior Professional Nurse Clinic Manager 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. Manages a large clinic.
EXPERIENCE	Entry level /Enrolled with SANC	Between 1 and 3 years' experience	Between 3 and 5 years' experience	Between 5 and 8 years' experience

QUALIFICATION	Certificate of enrolment with SANC as an Enrolled Nurse.	Diploma / Degree as General Nurse & Midwife. Registration with the SANC.	Diploma/Degree as General Nurse & Midwife. Registration with the SANC.	Diploma/Degree as General Nurse & Midwife. Registration with the SANC. MBCHB
COMPETENCY LEVELS				
COMPETENCIES				
Functional / Professional				
1. Patient Care Provides patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.	<ul style="list-style-type: none"> Communicates effectively with patients Demonstrates caring and respectful behaviours when interacting with patients and their families Gathers essential and accurate information about patients according to set protocols 	<ul style="list-style-type: none"> 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 Counsels and educates patients and their families 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Uses information technology to support patient care decisions and patient education Performs competently all medical procedures considered essential for the area of practice 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. 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
	<ul style="list-style-type: none"> Demonstrates an investigative and analytic thinking approach to clinical situations 	<ul style="list-style-type: none"> 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 exams in a respectful, logical and organised manner Solves clinical problems using deductive reasoning 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Create appropriate diagnostic and therapeutic management strategies for patient with common issues arising for both acute and chronic care needs 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Develop intervention plans based on a understanding of current scientific knowledge as applied to health problems
2. Medical Knowledge Demonstrates knowledge about established and evolving biomedical, clinical and cognate (e.g. epidemiological and socio-behavioural) sciences and the application of this knowledge to patient care.				

<p>3. Practice-Based Learning and Improvement Investigates and evaluates patient care services, appraise and assimilate scientific evidence and improve patient care practices.</p>	<ul style="list-style-type: none"> Understands how medical professionals assist patients in dealing with system complexities by advocating for quality patient care 	<ul style="list-style-type: none"> Performs routine technical procedures Determine physical diagnosis while recognising specific clinical and ethical issues and using cultural competence with diverse populations 	<ul style="list-style-type: none"> 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 Applies knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Facilitates the learning of students and other health care professionals
<p>4. Interpersonal and Communication Skills Demonstrates interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and professional associates.</p>	<ul style="list-style-type: none"> Demonstrates effective and appropriate verbal, non-verbal and written communication skills in a variety of professional settings 	<ul style="list-style-type: none"> 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 Works effectively with others as 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Demonstrates a commitment to working in collaborative groups in all aspects of health care 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Demonstrates effective communication and people management skills that can be used in a variety of health care settings

<p>5. Professionalism Demonstrates a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.</p>	<ul style="list-style-type: none"> • Demonstrates sensitivity and responsiveness to patients' culture, age, gender and disabilities 	<ul style="list-style-type: none"> • 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 • Demonstrates a commitment to excellence and ongoing professional development 	<ul style="list-style-type: none"> • 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 • Ensures that informed consent to treatment is obtained 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Promotes respect, compassion and integrity and the responsiveness to the needs of patients and society
<p>6. 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.</p>	<ul style="list-style-type: none"> • Understands how patient care and other professional practices affect other health care professionals, Health Services and the larger society • Understands how elements of the system affect their own practice 	<ul style="list-style-type: none"> • Demonstrates all competencies from level 1. • Advocates for quality patient care and assists patients in dealing with system complexities 	<ul style="list-style-type: none"> • Demonstrates all competencies from levels 1 and 2. • Practices cost-effective health care and resource allocation that does not compromise quality of care 	<ul style="list-style-type: none"> • 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 • 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
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Convinces others of his ideas without suppressing their 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Ability to be both direct and forthright as well as diplomatic

<p>municipality.</p>	<p>others</p>	<ul style="list-style-type: none"> Shows confidence in engagement with internal and external stakeholders Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others 	<p>views</p> <ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<p>and tactful</p> <ul style="list-style-type: none"> Demonstrates the patience to hear people out and accurately restate their opinions, even when not agreement Sensitive to how people and municipality function
<p>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.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates good oral and written communication 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Communicates effectively with people at all levels 	<ul style="list-style-type: none"> 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 all levels Handles sensitive one-on-one discussions effectively Uses language and style to capture the attention of the audience
<p>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.</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Keeps commitments and promises in undertaking tasks and meeting deadlines Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Engages effectively with general public Understands and articulates community needs in sector plans 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Establishes a collaborative relationship with the community Manages community expectations within financial

Management				
			<ul style="list-style-type: none"> Manages community expectations within financial and technical constraints 	<ul style="list-style-type: none"> and technical constraints Speaks effectively on service delivery matters to the media
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Commands respect from peers and subordinates 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives Effectively influences senior management
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> 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

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to identify own development needs 	<ul style="list-style-type: none"> • 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 • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<ul style="list-style-type: none"> • Provides a clear sense of purpose and focuses on successful completion of objectives • Organises resources and inspires others towards focussed performance • 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 • Constantly lookout for training opportunities for medical staff
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28. METER READERS / INVESTIGATORS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Meter reader / Investigator	Supervisor / Operations Manager	Manager: Meter Reading Unit	Unit Head: Billing (Revenue)
<p>KNOWLEDGE</p> <p>(These are a guideline and therefore not limited.)</p>	<p>Basic understanding of usage measurement (meters). Knowledge of the Geographical Area is an advantage though not essential. Works under the direct supervision of a supervisor</p> <ul style="list-style-type: none"> • Reads consumption meters and records volume used by residential and commercial consumers: Inspects meters and connections for defects, damage and unauthorized connections • Indicates irregularities on forms for necessary action by servicing department • Verifies readings to locate abnormal consumption and records reasons for fluctuations • Turns service off for non-payment of charges in vacant premises, or on for new occupants. 	<p>Performs administrative functions which require specialised knowledge on meter reading.</p> <ul style="list-style-type: none"> • Supervises and coordinates activities of meter readers • Indicate rates and addresses of new service account • Reviews reports and notifies authorities of attempted diversions, defective meters, and other irregularities • Investigates customer complaints concerning meter readers • Collect Route Books from Meter Readers, check and returns route book to administrative office for billing purposes. 	<p>Specialised knowledge of admin processes and procedures within the Meter Reading and Billing functional area.</p> <ul style="list-style-type: none"> • Manage all the activities of meter reading Teams • Verifies rates and addresses of new service accounts • Reviews reports and submit data for billing capturing purposes • Escalate attempted diversions, defective meters, and other irregularities to relevant units for action • Investigates customer complaints concerning meter reading teams 	<p>Specialised knowledge of complex admin processes and procedures within the Meter Reading and Billing functional area as well as Financial Management.</p> <p>Manage all the Meter Reading and Billing Function.</p> <ul style="list-style-type: none"> • Convert the Municipality's Revenue Business Plan into action plans a Meter Reading and Billing Strategy and Action Plans • Oversee the management of all Meter Reading and Billing Activities and implement appropriate Meter Reading Management planning systems and tools in support of Billing Department • Provide expert Meter Reading and Billing solutions and services that align with Revenue Department's business strategy, vision and mission.

336

				<ul style="list-style-type: none"> Develop and maintain the strategic and annual Meter Reading and Billing management plans aligned with Municipality's budget and in consultation with the Revenue Department.
EXPERIENCE	Up to 2 years' meter reading experience	Up to 2 years' related experience	Between 2 and 5 years' experience in the meter reading field including junior supervisory/Team Leader experience	Between 5 and 10 years' experience in meter reading, billing, including junior management experience.
QUALIFICATION	Grade 12, and Certificate in Computer Literacy and a valid Driver's licence	Grade 12 and valid Driver's licence essential.	Grade 12 and diploma with managerial experience with a valid driver's licence	Minimum: Diploma/equivalent; in Finance/Accounting/Business Management Ideal: Bachelor's Degree will be an advantage
COMPETENCIES				
COMPETENCY LEVELS				
	1	2	3	4
	Functional / Professional			
1. Written Communication The ability to communicate in writing as appropriate to specific audiences.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Able to follow complex instructions as contained in written communication Able to respond in writing to complex types of communication 	<ul style="list-style-type: none"> 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 municipality 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Prepares considered, high quality reports for decision-making within the municipality 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.	<ul style="list-style-type: none"> Able to understand basic verbal instructions from superiors, colleagues and community Confirms / clarifies 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Makes self-understood to others, pointing out specific issues or considerations to be 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Interprets complex language / communication Able to communicate complex 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Demonstrates effective oral and presentation skills for complex and sensitive topics and issues

	understanding of instructions, thereby avoiding mistakes	taken into account	ideas to others in an understandable way	
<p>3. Business Processes Ability to engage with systems or component processes and make continuous improvements.</p>	<ul style="list-style-type: none"> Follows laid-down procedures diligently Identifies elements in a process that may create bottlenecks and blockages Brings supervisor's attention to bottlenecks and blockages 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Modifies and arranges elements in a process to improve it on an ongoing basis Makes recommendations on improvements to a process or system 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Understands entire process with a view to ongoing improvement Designs processes to address specific issues with input and approval from supervisor / colleagues 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Independently designs systems and processes for the purpose of ensuring continuous improvement and business effectiveness Ensures that changes are implemented and properly communicated
<p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.</p>	<ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis Answers basic questions politely and helpfully 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Gives options for client / stakeholders actions from a range of actions available Follows through on option selected by client / stakeholder within confines of laid down procedure 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Ascertains a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option Follows through on final decision 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option Executes option and accepts consequences and accountability
<p>5. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> 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 Aware of resources available to resolve ethical issues 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Identifies and evaluates risks involved in alternative courses of action Ab able to identify risks involved in alternative courses of action Recommends appropriate course of action to supervisor 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; 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

<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.</p>	<ul style="list-style-type: none"> • 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 • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • 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 • Knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> • Recommends a course of action based upon evaluation of relevant facts, issues and risks • In making a recommendation is able to Demonstrate how that recommendation will achieve desired objectives 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and; • 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 • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services
<p>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.</p>	<ul style="list-style-type: none"> • Identifies simple problems within a set process • Made aware of problems within a set process • Solves problems of a basic nature 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Identifies problems in processes • Refers problems to supervisor for resolution but offers alternatives or recommendations 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Breaks problems into component parts • Understands to whom to refer problematic elements • Gets input from team / colleagues as to possible 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3 and; • Conceptualises possible solutions to problems • Weighs each solution against best-practice criteria • Establishes and executes plans to solve problems engaging

			<ul style="list-style-type: none"> others as necessary Ensures implementation and buy-in to the solution 	<ul style="list-style-type: none"> solutions Develops alternative solutions and refers to supervisor for approval Follows up on resolution
<p>8. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Plans tasks on a daily basis according to assessment of schedule of activities Executes tasks in order of priority and urgency 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Plans tasks on a monthly basis 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Prioritises tasks on a daily basis according to an assessment of schedule of activities Executes or delegates tasks to appropriate individuals
<p>9. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p>	<ul style="list-style-type: none"> Able to use the basic features of a range of electronic meter reading equipment 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 Demonstrates basic computer literacy Able to use advanced features of a range electronic meter reading equipment 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 Understands how to use computer packages to process a range of data requirements Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Able to use advanced features of MS Office packages Able to process data utilising identified computer software packages 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 Understands how to use computer packages to process a range of data requirements Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Able to use advanced features of MS Office packages Able to process data utilising various computer software packages Optimise the use of technology for effective and efficient operations within office
<p>10. Data Processing & Analysis Ability to process data and bring out about improvements in the way</p>	<ul style="list-style-type: none"> Enters data into various electronic meter readers Checks data as it is entered 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 Able to conduct basic analyses 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Able to analyse complex data 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Able to analyse data using

340

<p>in which it is processed.</p>	<p>for obvious errors</p>	<p>of data by printing out standardised reports</p>	<p>computerised tools such as MS Office (e.g. Excel, PowerPoint)</p>	<p>through the creation of spreadsheets and databases Able to summarise conclusions to analysis in order to make meaningful decisions</p>
<p>11. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Maintains a process checklist covering all detail which might be overlooked Ensure that all information is available in the preparation of documentation 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Monitors meter reading and billing activities Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created by others
<p>12. Financial Management Drives optimisation of financial management of the municipality through use of technology, cost control and process optimisation.</p>	<ul style="list-style-type: none"> Understands the impact of meter readings on the municipalities revenue 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Ensures the accuracy of meter reading for billing purposes so that revenue can be correctly collected Understand the impact of accurate meter readings on the residents and business accounts 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Generates and interprets performance indicators Participates in the management and maintenance of information systems 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Explains and evaluates strategic financial billing management issues Manages accounting billing information systems Advises on application of billing planning and control processes in budgeting & costing Participates in the management and maintenance of billing information systems
<p>Public Service Orientation</p>				
<p>1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.</p>	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Consults clients and stakeholders on ways to improve the delivery of 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Researches needs of clients Understands community needs and supports delivery 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Establishes a collaborative relationship with the community Speaks effectively on service

341

		<p>services;</p> <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders 	<p>through timeous communication</p> <ul style="list-style-type: none"> 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 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>delivery matters as required</p> <ul style="list-style-type: none"> Identifies and analyses opportunities where innovative ideas can lead to improved service delivery Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Relates to people at all levels of the municipality Acknowledges contributions of others Accurately captures others expectations, ideas and concerns Encourages and considers inputs of others 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Convinces others of ideas without suppressing their views Acknowledges merits in others arguments and incorporates proposals where warranted Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Negotiates skillfully in difficult situations with both internal and external stakeholders Wins concessions without damaging relationships
<p>3. Client Orientation and Customer Focus Understands the service needs of a</p>	<ul style="list-style-type: none"> Understands the range of clients to be served Maintains clear communication 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Understands the client's 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Takes specific and sustained 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Demonstrates personal

342

<p>client/customer (internal or external) and actively focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.</p>	<p>with clients regarding mutual expectations</p> <ul style="list-style-type: none"> • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive 	<p>issues and seeks information about their current and future requirements</p> <ul style="list-style-type: none"> • Supports others to take personal responsibility to deliver excellent customer service 	<p>action to implement the client service vision</p> <ul style="list-style-type: none"> • 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.) 	<p>commitment to the client service vision through own actions and attitudes</p> <ul style="list-style-type: none"> • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
<p>Management</p>				
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> • Sets out work for others in a well-planned and clear manner • Provides a clear sense of purpose and focuses on successful completion of objectives 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • 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. 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • 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 overall municipal strategy and its implications • Maintains a clear focus on the long term goals and produces more than one way of getting there • Initiates and manages change in pursuit of strategic objectives

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and subordinates 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders 	<ul style="list-style-type: none"> Inspires staff with own behaviour – “walks the talk”; Is forward thinking and produces innovative ideas Demonstrates competencies from previous levels 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 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 Uses an in depth understanding of the interactions within a group 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Persuade executive of viewpoints or proposals with assistance of others in authority Appears confident (authoritative & credible) when addressing formal meetings
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Anticipates mistakes and freely offers assistance within the team 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Articulates tasks and expectations and sets realistic standards Diagnoses performance 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Encourages self-reliance and allows staff to make and learn from mistakes Ability to understand the 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Mentors by investing adequate time and effort in counselling and coaching subordinates and subordinate leaders

344

<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Able to manage in a multi-disciplinary team Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate Works effectively with people from other municipalities/ departments 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Involves and empowers team in setting and achieving goals 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 	<ul style="list-style-type: none"> 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 Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Recognises the need for and provides individuals with guidance on how to handle new or difficult situations

				means of building group commitment (as opposed to imposing personal views)
				<ul style="list-style-type: none"> Creates strong morale/team spirit

29. OPERATIONAL WORKER

TYPICAL DESIGNATIONS	Operational Stream, e.g. Workers and Senior Workers	Specialised Operational Stream e.g. Handyman / Senior Handyman	Operators, e.g. Light Equipment Small Plant Operators Mechanical Plant Operators	Drivers, Grade 1 Grade 2 Grade 3 Driver – Special Category Chauffeur
KNOWLEDGE	<p>Performs basic, routine functions. Follows basic instructions. Performs basic, routine maintenance.</p> <p>Manual functions eg digging, sweeping, lifting, packing, cleaning, tea-making, operating levers</p>	<p>Handyman repairs, maintains, assembles and disassembles equipment. Minor building and fabricating. Uses appropriate tools.</p> <p>Senior Handyman performs more advanced / multi skilled trade related functions e.g. construction and fabricating. Does not do diagnosis or design.</p> <p>All can work independently or under supervision of an artisan. Handyman / senior could supervise one of more workers.</p>	<p>Operating various plant such lawn mowers, compactors, jack-hammers, small tractors, small compressors, generators, cement mixers, pumps, high-pressure hose, chainsaw, bush-chipper, tractor, 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.</p>	<p>Grade 1 - Performs driving duty of 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) 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</p>

346

				levels)
EXPERIENCE	Between 0 and 1 years' experience required.	Handyman – between 0 and 1 years' experience required Senior Handyman – between 1 and 2 years' experience required	Light Equipment – Between 0 to 1 year Small Plant – Between 0 to 1 year Mechanical Plant – Between 1 to 2 years	Grade 1 – Between 0 and 1 year Grade 2 – Between 1 and 2 years Grade 3 – Between 1 and 2 years Special category – Minimum 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 Mechanical Plant – Drivers licence code 14 (EB and EC) to code 8 (B). Departmental proficiency test.	Grade 1 - Drivers licence code A and B (Former code 08). Grade 2 - Driver's licence code C, plus a PDP. Grade 3 - Driver's licence code EB and EC, plus a PDP. Special category – Driver's licence code 14 plus proficiency certificate for operating truck mounted equipment NOTE: All drivers require proficiency certificate to drive a municipal vehicle.
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
FUNCTIONAL – Operational and Specialised Operational Streams				
1. Managing Work General labouring activities. Coordinating work with the work schedules of others, i.e. contractors, etc.	<ul style="list-style-type: none"> Performs routine work Takes basic instruction Performs digging, sweeping, lifting, packing, cleaning, tea-making, operating levers Performs basic implements 	<ul style="list-style-type: none"> Demonstrates competence in level 1. Performs manual functions. Oversees a group of Workers, to ensure Workers comply with basic instructions. Performs more complex implements 		
2. Work Place Safety	<ul style="list-style-type: none"> Keeps tools safe 	<ul style="list-style-type: none"> Demonstrates competence in 		

<p>Safety around the workplace / workspace. Ensures work area and work space is clean.</p>	<ul style="list-style-type: none"> Stores tools 	<p>level 1.</p> <ul style="list-style-type: none"> Ensures work areas are safe and reports safety issues 	
<p>3. Task Accountability The ability to understand and follow basic instructions and be held accountable for task accomplishment.</p>	<ul style="list-style-type: none"> Understand signs Fill in a timesheet Follow a work-roster 	<p>level 1.</p> <ul style="list-style-type: none"> Demonstrates competence in Read a work-roster Lead work according to work roster 	
<p>4. Quality Orientation Tools and equipment storage and care. Ensures that tools is secured, stored and used according to specifications.</p>	<ul style="list-style-type: none"> Use tools safely Stores tools safely 	<p>level 1.</p> <ul style="list-style-type: none"> Issues tools Complies with basic instructions Oversees workers 	
<p>5. Oral Communication Interact with co-workers to coordinate work. Interact with supervisors to receive work assignments.</p>	<ul style="list-style-type: none"> Communicates basic instructions to peers Receive and understand instructions correctly 	<p>level 1.</p> <ul style="list-style-type: none"> Communicates more complex instructions to workers Receive and understand instructions correctly 	
FUNCTIONAL – Operators			
	Small Plant	Light Equipment	Mechanical Plant
<p>6. Operation Monitoring Watching gauges, dials, or other indicators to make sure a machine is working properly.</p> <p>PLANT OPERATORS</p> <ul style="list-style-type: none"> Small Plant, Light Equipment and Mechanical Plant 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> 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

<p>7. Quality Control Analysis Conducting tests and inspections of products, services, or processes to evaluate quality or performance.</p>	<ul style="list-style-type: none"> Ability to perform routine checks on small plant, (e.g. oil levels and tyre pressures. Attends to minor defects 	<ul style="list-style-type: none"> Ability to perform more in-depth checks and inspections on light plant, (e.g. general overall quality and usability of equipment. 	<ul style="list-style-type: none"> Ability to perform more in-depth inspections on mechanical plant, (e.g. general overall quality and usability of equipment and hydraulic fluid levels) 	
<p>8. Operation and Control Controlling operations of equipment or systems.</p>	<ul style="list-style-type: none"> Demonstrates discipline specific skills and knowledge in the area of expertise Takes charge of own equipment and tools within an assigned work area 	<ul style="list-style-type: none"> Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work. 	<ul style="list-style-type: none"> Demonstrates discipline specific skills and knowledge of tools and equipment in an assigned area of work. 	
<p>9. Troubleshooting Determining causes of operating errors and deciding what to do about it.</p>	<ul style="list-style-type: none"> Takes responsibility for own tools and equipment Performs routine maintenance Report faults or malfunction 	<ul style="list-style-type: none"> Takes responsibility for own tools and equipment Performs routine maintenance Report faults or mal-function 	<ul style="list-style-type: none"> Takes responsibility for own tools and equipment Performs advanced maintenance and troubleshooting Ability to use all job related equipment Report faults or mal-function Function with minimal supervision 	
<p>10. Work Place Safety Promotes the principles of Occupational Health and Safety.</p>	<ul style="list-style-type: none"> 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. Has general knowledge of the procedures of identifying unsafe conditions, hazardless materials and imminent danger 	<ul style="list-style-type: none"> 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. Has general knowledge of the procedures of identifying unsafe conditions, hazardless materials and imminent danger 	<ul style="list-style-type: none"> 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. Has advanced knowledge of the procedures of identifying unsafe conditions, hazardless materials and imminent danger 	

<p>11. Planning and Organising The ability to plan broad activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans routine activities in line with a pre-determined work-schedule Ability to analyse roadmaps to develop perceptual, predictive driving decisions Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws 	<ul style="list-style-type: none"> Plans work according to established projects Coordinates work within own working team Ability to analyse roadmaps to develop perceptual, predictive driving decisions Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws 	<ul style="list-style-type: none"> Plans work according to established projects Coordinates work within broader working teams and working units Ability to analyse roadmaps to develop perceptual, predictive driving decisions Displays the ability to plan for safer, shorter routes without compromising compliance with traffic laws 	
FUNCTIONAL – Drivers				
Driver grade 1				
<p>1. 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.</p> <p>DRIVERS</p> <ul style="list-style-type: none"> Grade 1 Grade 2 Grade 3/ Special Category Chauffeur 	<ul style="list-style-type: none"> Safely operate a vehicle (car) in a public traffic system. Making sure the vehicle is safe Move off and drive Use driving procedures and navigate the road system Use instruments and switches 	<ul style="list-style-type: none"> Safely operate a vehicle (minibus /bakkie) in a public traffic system. Making sure the vehicle is safe Move off and drive Use driving procedures and navigate the road system Use instruments and switches 	<ul style="list-style-type: none"> Safely operate a vehicle (truck) in a public traffic system. Making sure the vehicle is safe Move off and drive Use driving procedures and navigate the road system Use instruments and switches 	<ul style="list-style-type: none"> Safely operate a special motor vehicle in a public traffic system. Making sure the vehicle is safe to drive and secured from any possible intrusions Move off and drive Use driving procedures and navigate the road system Use instruments and switches
<p>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.</p>	<ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor visibility Makes safe driving decisions 	<ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor visibility Makes safe driving decisions 	<ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor visibility Makes safe driving decisions Operates vehicle with no 	<ul style="list-style-type: none"> Ability to adjust to the prevailing driving conditions Avoiding difficult driving conditions Adjust driving for poor driving conditions

	Operate vehicle with no attachments	Operate vehicle with no attachments	attachments	visibility
<p>3. Learning Orientation Continually reviewing and adjusting driving behaviour. Learn from experience.</p>	<ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules 	<ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Exercise good judgement of height, length and weight of vehicle Judge overhead and side clearances and load variances 	<ul style="list-style-type: none"> Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with air brakes Ability to operate vehicles with special purpose accessory equipment Ability to determine manner and sequence of loading/unloading cargo (e.g. Construction materials) 	<ul style="list-style-type: none"> Makes safe driving decisions Operates vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with special purpose
<p>4. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p>	<ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules 	<ul style="list-style-type: none"> Operate vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Exercise good judgement of height, length and weight of vehicle Judge overhead and side clearances and load variances 	<ul style="list-style-type: none"> Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with air brakes Ability to operate vehicles with special purpose accessory equipment Ability to determine manner and sequence of loading/unloading cargo (e.g. Construction materials) 	<ul style="list-style-type: none"> Makes safe driving decisions Operates vehicle with no attachments Continuously improving own driving behaviour Keep up with changing traffic laws. Ability to follow written and verbal instructions for driving Ability to comprehend road maps Ability to interpret and comply with road safety rules Ability to operate vehicles with special purpose

	<ul style="list-style-type: none"> involved in an accident Reports defective vehicles to minimise safety risks 	<ul style="list-style-type: none"> understanding of procedures to take when involved in an accident Reports defective vehicles to minimise safety risks 	<ul style="list-style-type: none"> procedures to take when involved in an accident Reports defective vehicles to minimise safety risks 	<ul style="list-style-type: none"> and performs preventative maintenance Displays detailed understanding of procedures to take when involved in an accident Reports defective vehicles to minimise safety risks
Public Service Orientation				
<p>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.</p>	<ul style="list-style-type: none"> Shows a commitment to excellence and quality Meets deadlines Is friendly and responsive to community members when dealing with service delivery issues 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Engages effectively with the general public and clients Corrects service delivery problems promptly without being defensive 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands and articulates client needs Manages client and business expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Gets on with others Communicates effectively Co-operates with others Appears optimistic and positive 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to establish rapport and relates easily to others Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3
<p>3. Communication</p>	<ul style="list-style-type: none"> Able to understand basic verbal 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies from 	<ul style="list-style-type: none"> Demonstrates

<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>instructions from supervisor and colleagues</p> <ul style="list-style-type: none"> • Checks own understanding of tasks and expectations to avoid making mistakes • Understands basic technical jargon 	<p>from level 1.</p> <ul style="list-style-type: none"> • Can translate technical information into terms that are understood by subordinates and customers • Responds to questions with accurate and complete answers 	<p>levels 1 and 2.</p> <ul style="list-style-type: none"> • 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 	<p>competencies from levels 1 to 3</p>
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Good at establishing clear direction • Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Deserving of respect from peers and supervisors 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Makes positive impact and comes across as confident and competent • Motivates subordinates to accomplish tasks and missions • Has credibility with staff 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Tactfully confronts and corrects others when necessary • Fosters team work and collaboration 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3
<p>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.</p>	<ul style="list-style-type: none"> • Appears willing to learn new ways of doing things 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Understands subordinates limitations • Provides guidance and support where necessary • Understands own development needs • Shares knowledge and information with peers and subordinates 	<ul style="list-style-type: none"> • 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 • Monitors progress and gives individuals specific feedback on their performance 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3

353

<p>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.</p>	<ul style="list-style-type: none"> • Co-operates and works well with others • Shows consideration towards others • Seen to be reliable and dependable 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares information and collaborates easily with others • Shows initiative and confidence in dealing with others • Participates actively as a member of a team 	<ul style="list-style-type: none"> • 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 • Recognises and respects the value of diverse views 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3
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30. PLANNER

LEVELS	1	2	3	4
<p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p>	Assistant Spatial Planning Specialist Junior Spatial Planning Specialist Junior Urban Designer	Spatial Planning Specialist Spatial Planner Urban Designer	Senior Spatial Planning Specialist Senior Spatial Planner Senior Urban Designer	Principal Spatial Planning Specialist Principal Spatial Planner Principal Urban Designer
<p>QUALIFICATION</p>	An appropriate professional qualification	An appropriate professional qualification	An appropriate professional qualification	An appropriate professional qualification
<p>KNOWLEDGE</p>	Applies basic concepts and knowledge to the Planning function. Could assist more senior planning staff in facilitating processes, liaison	Applies a body of theoretical knowledge to the Planning function. Facilitates the implementation of programs, processes and systems.	Performs the full range of functions required within the Planning discipline. Could supervise a number of staff and/or mentor other Planners or	Plays a wide ranging research, problem solving, design and standard setting role and/or more focused research problem solving

354

	with clients, and preparing reports and information. Work is closely monitored while still developing proficiency in the planning discipline.	Prepares reports. Could assist a Senior Spatial Planner or Senior Urban Designer. Provides specialist advice to clients. Work is monitored while proficiency has been developed and is currently gaining experience.	Designers. Activities are typically complex; they apply complex analysis to divergent problems with an emphasis on analysis	role. Participates in, plans and leads projects. Supervises and/or coordinates more junior Planning staff High level specialist/consultant or project leader within a Planning Unit
EXPERIENCE	Up to one year relevant experience required	Up to three years relevant experience required	Up to five years' relevant experience required	Up to eight years relevant experience
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
1. Spatial Planning Spatial Planning relates 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	<ul style="list-style-type: none"> Displays an understanding of plans and policies, techniques, methodologies and forms of research that inform policy and plan making. Able to analyse and evaluate the economic, social, historic and environmental factors that shape and 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Able to develop/prepare spatial plans. Displays a thorough understanding of the planning theory and principles. Displays detailed understanding of the legal frameworks and political, environmental and 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Able to translate the vision for the municipality into appropriate land use and spatial plans. Creates the planning zones and precincts (public open spaces, green belts, etc.) Able to formulate policy responses to defined 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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). Displays

	<p>influence planning responses.</p> <ul style="list-style-type: none"> • Displays sound research ability. Is able to analyse and synthesize knowledge to support planning initiatives. • 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>social economic situation within the municipality.</p> <ul style="list-style-type: none"> • 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 • Develops creative solutions to the municipality's spatial development problems. Is able to analyse planning problems and recommend appropriate course of action. • Identifies implementation opportunities and mechanisms for action areas • Understands and weighs up financial implications of planning propositions 	<p>problems. Uses innovative approaches and techniques and researches a range of information sources.</p> <ul style="list-style-type: none"> • Critically analyses and evaluates the impacts of planning proposals on the municipality, and on municipal services plans (WSDP, ITP, WMP, etc.) • Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities • Displays an in-depth knowledge of national policy and legislation impacting on municipal planning. • 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 programme 	<p>specialist knowledge in areas of planning and has detailed knowledge of regional, provincial and national planning contexts.</p> <ul style="list-style-type: none"> • 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)
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<p>2. Urban Design 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>	<ul style="list-style-type: none"> • Displays an understanding of urban design policies, techniques, methodologies and forms of research that inform policy and plan making. • Able to analyse and evaluate the economic, social, historic and environmental factors that shape and influence urban design responses. • Displays sound research ability. Is able to analyse and synthesize knowledge to support planning initiatives. • Displays big picture thinking – is aware of the municipality's operating environment and understands the implications and impacts of planning proposals on the municipality. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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. • 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. • Ability to effectively analyse and interpret study outcomes. • Can develop comprehensive written and graphically illustrated brief to designers and design teams. Can think creatively in 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Able to translate the vision for the municipality into appropriate urban designs. Creates the platform for the development of useful, attractive, safe, environmentally sustainable, economically successful and socially equitable places. • Able to formulate policy responses to defined problems. Uses innovative approaches and techniques and researches a range of information sources. • Critically analyses and evaluates the impacts of urban design proposals on the City, and on municipal services plans (WSDP, ITP, WMP, etc.) • Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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). Displays specialist knowledge in areas of planning and has detailed knowledge of regional, provincial and national planning contexts. • 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)
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357

<p>3. Land Use Management 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</p>	<ul style="list-style-type: none"> • Conducts self in accordance with organisational values. Undertakes roles and responsibilities in a sincere and honest manner. Displays 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Monitors land use management trends on a district level and is able to identify policy and process 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors land use management trends on a city wide basis and is able to identify policy and process 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Provides technical leadership to planners within the unit. Is seen to be a "thought" leader and remains
<p>developing and evaluating solutions to the municipality's urban design requirements.</p> <ul style="list-style-type: none"> • Able to coordinate and integrate urban design processes with other development initiatives and programmes. <p>Understands the integrated nature of service delivery and the systems and procedures.</p> <ul style="list-style-type: none"> • Understands and weighs up financial implications of design propositions • Monitors the implementation of urban design projects. <p>Displays attention to detail in ensuring compliance with design, time and budgetary objectives</p>	<p>established IDP priorities</p> <ul style="list-style-type: none"> • Displays an in-depth knowledge of national policy and legislation impacting on municipal planning. • 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>and enforcing these zonings</p>	<p>integrity and confidentiality in dealing with sensitive information</p> <ul style="list-style-type: none"> • Provides advice to applicants and developers on land use applications and land use management processes. Displays working knowledge of planning policies and legislation, spatial plans and zoning. Is able to deal with straight forward land use applications within the prescribed frameworks. • Assists in the processing of land use applications. Understands the systems, criteria and decision making structures for processing applications. Applies planning policies and guidelines fairly and consistently in processing applications. • Displays attention to 	<p>interventions to support achievement of the municipality's spatial development plans.</p> <ul style="list-style-type: none"> • Understands the planning context and is able to apply this understanding in the evaluation of building and development applications. Has thorough understanding of the planning policies and guidelines. • Is able to apply or use of discretion/ sound judgement in planning applications that fall outside the scope of policies and guidelines. Makes practical recommendations to the appropriate approval structures. • Assists in the development of land use management policies and operational requirements. Displays sound research ability. Is able to analyse and synthesize knowledge 	<p>interventions to support achievement of the municipality's spatial development plans. Demonstrates the ability to analyze complex issues and identify a range of practical options and solutions to address the problems or opportunities</p> <ul style="list-style-type: none"> • Displays strong analytical ability and judgment in undertaking research and audits. Has in-depth knowledge of research methodologies and processes and is able to apply these under the appropriate circumstances. • Leads external and internal consultation processes on land use policy issues. Is seen as credible and confident and is able to communicate effectively. Is able to steer discussions on complex issues and arrive at appropriate 	<p>abreast of the latest developments and trends in land use management practices.</p> <ul style="list-style-type: none"> • Able to identify and analyse bottlenecks with existing policy implementation and make recommendations to on amendments to bring about improvement. • Able to conceptualise and formulate policy within the national and local government framework. Ability to develop city-wide land use management policies, operational requirements and standardised processes and systems. • Presents and writes technical papers on recruitment, assessment and selection in the municipal environment
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	<p>detail. Maintains checklists to ensure that all aspects of an application are complied with in processing applications.</p>	<p>to support planning initiatives.</p>	<ul style="list-style-type: none"> Advises applicants and developers on complex land use development applications and land use management processes. Is able to assess and analyse all relevant factors (social, environmental, economic and political) in making recommendations. 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. Is objective and has understanding of the technical, financial and other aspects of projects. 	
<p>4. Information Management The ability to generate, analyse and produce management decision making and planning information and reports effectively and efficiently</p>	<ul style="list-style-type: none"> Shows sound organisational awareness. (Understands the business, particular organisational functions and their role in the 	<ul style="list-style-type: none"> Demonstrates competencies from previous level plus Ensures that data is captured in the appropriate format. Displays thorough understanding of the 	<ul style="list-style-type: none"> Demonstrates competencies from previous level plus Develops operating rules and procedures for systems. Determines technical specifications for 	<ul style="list-style-type: none"> Demonstrates competencies from previous level plus Conceptualises and formulates Information Management policy (GIS Strategy) for the municipality.

360

	<p>municipality)</p> <ul style="list-style-type: none"> Analyzes 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 Demonstrates logical consequential thinking 	<p>software, subject matter and of the national standards.</p> <ul style="list-style-type: none"> Analyzes client needs and configures spatial data to produce reports to meet client requirements. Analyzes 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 Anticipates events, situations and incidents that may impact on the operation of the system 	<p>systems requirements. Displays an in-depth understanding of the GIS systems, its applications and capabilities. (Manages the municipality's spatial database)</p> <ul style="list-style-type: none"> Analyzes business needs and continuously evaluates the effectiveness of information systems to meet the business requirements. Displays thorough knowledge of business processes and information requirements Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders; 	<ul style="list-style-type: none"> 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. Monitors processes and identifies potential shortcomings of current systems/processes – makes recommendations to alleviate issues. 	<p>5. Research, Information Analysis and Policy</p>	<ul style="list-style-type: none"> Shows sound organisational 	<ul style="list-style-type: none"> Demonstrates competencies from 	<ul style="list-style-type: none"> Demonstrates competencies from 	<ul style="list-style-type: none"> Demonstrates competencies from
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361

<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>awareness. (Understands the business, business processes and the role of departments in achieving the organisation's objectives)</p> <ul style="list-style-type: none"> • Demonstrates logical consequential thinking. 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. • Demonstrates objectivity, thoroughness, insightfulness, and probing behaviours when approaching research projects • Display good oral and written communication skills 	<p>previous level plus</p> <ul style="list-style-type: none"> • Works independently and manages research projects that have an impact at a section or directorate level. Deals with projects that have limited risk to organizational performance. • 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. • Develops new ways to solve problems. Looks beyond the obvious and does not stop at the first solution. Probes deeply and considers the risks attached to the interventions • Confidently engages and advises line management on business improvement projects and interventions. Shows a strength of character 	<p>previous level plus</p> <ul style="list-style-type: none"> • Monitors and analyses socio-economic and demographic 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. • Ensures that the databases are updated with the most current information. 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. • Deals with high levels of complexity and ambiguity. Manages projects that have a departmental wide impact and carry moderate risk to organisational performance. 	<p>previous level plus</p> <ul style="list-style-type: none"> • Deals with high levels of complexity and ambiguity. Manages projects that have a municipality wide impact and carry high risk to organisational performance. • Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders;
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362

		<p>maintaining performance under duress and pressure</p>	<ul style="list-style-type: none"> Analyzes effectiveness of organisational processes and identifies opportunities for improvement. Develops cost effective and practical research programmes and plans that facilitate improvement in service delivery (identifies and analyses options). Has detailed knowledge of research and survey methodologies. Establishes support and projects authority and credibility. Engages line and executive managers on research strategies and facilitates the executive decision making on the change agenda of the department 	
<p>6. Knowledge Management Ability to promote the generation and sharing of knowledge and learning in order enhance the collective knowledge of the municipality</p>	<ul style="list-style-type: none"> Promotes the importance of knowledge sharing within own area; Uses appropriate information systems to manage municipality knowledge Uses modern 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Creates mechanisms and structures for sharing of knowledge in the municipality Nurtures a knowledge-enabling environment Shares and promotes 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Develops, implements and monitors IKM framework, policy and strategy. Understands business processes, information requirements and 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Establishes partnerships across municipal boundaries to facilitate knowledge management; Strives to ensure that there is a correlation

363

	<p>technology to stay abreast of world trends and information;</p> <ul style="list-style-type: none"> Evaluates information from multiple sources and uses information to influence decisions; 	<p>best practices across the local government sector</p>	<p>knowledge management systems.</p> <ul style="list-style-type: none"> Displays knowledge of best practice, is able to 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. Works across municipalities to identify and share critical knowledge Creates and supports a vision and culture where staff feel empowered to seek and share knowledge 	<p>between the municipality and the knowledge strategies</p>
<p>7. Public Consultation The capacity to listen attentively, grasp issues, present information in a clear manner</p>	<ul style="list-style-type: none"> Able to identify internal and external stakeholders relevant 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

364

<p>and respond appropriately to verbal and written communication of others</p>	<ul style="list-style-type: none"> to projects Shows confidence in engaging with internal and external stakeholders Communicates effectively Accurately captures details of meetings and proceedings for formal record 	<ul style="list-style-type: none"> 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; Communicates controversial, sensitive messages to stakeholders tactfully; 	<ul style="list-style-type: none"> Develops well defined communication strategy. Displays thorough understanding of subject matter, of risks, stakeholder dynamics and consultation processes and methodologies. Balances political views with organisational needs when communicating differing viewpoints on complex issues; Ability to read situations and interest positions and to respond appropriately Uses language and style to capture the attention of the audience 	
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<p>8. 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.</p>	<ul style="list-style-type: none"> • 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 • Measures progress and monitors performance and results 	<ul style="list-style-type: none"> • Listens well and is receptive and encourages participation and mutual understanding • Demonstrates competencies from previous level • Sets short term and longer term project plans and cascades it to the work team and individual performance objectives • Conceptualizes options 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 • Assists others to plan and organise their work 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Projects and forecasts short, medium and long term needs for the municipality
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366

<p>9. 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.</p>	<ul style="list-style-type: none"> • 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. • Keeps track of many small details without forgetting any 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 • Delivers activities and plans as scheduled 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • 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. • Gathers information on the probability of success and the consequences of failure 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
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<p>10. 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</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the organisational and local government processes; • Understands and internalizes the municipality's priorities and goals • Understands sector policies and legislation • In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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; • In-depth knowledge of municipality's policies and procedures 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • In-depth knowledge of municipal and sector legislation 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Aligns (influences) municipality priorities and projects to support 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. Influences national norms and standards for municipal services
<p>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.</p>	<ul style="list-style-type: none"> • Shows confidence in engaging with internal and external stakeholders • Communicates effectively • Shows consideration when working with 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Establishes clear mandate for negotiations • Collects and analyses information from 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Understands the issues and positions of the parties to the negotiation and seeks a win-win solution 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains

368

	<p>others</p> <ul style="list-style-type: none"> • Accurately captures details of meetings and proceedings for formal record • Is able to analyse and apply the terms of agreements • Shows high levels of integrity and confidentiality in dealing with sensitive information 	<p>relevant sources to understand the issues and positions of all parties to the negotiation</p> <ul style="list-style-type: none"> • 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 	<p>through a give and take process</p> <ul style="list-style-type: none"> • 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 • Ensures that all parties are aware of agreements and required actions when the issues are resolved 	<p>the relationships</p> <ul style="list-style-type: none"> • Ensures that all parties are aware of agreements and required actions when the issues are resolved
<p>12. Policy Conceptualisation Ability to translate the National and Local Government objectives and vision into an enabling framework through which to effect service delivery and corporate governance</p>	<ul style="list-style-type: none"> • Has working knowledge of policies and codes of practice • Complies with statutory requirements and applies policies consistently 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • In-depth knowledge of organisational policies and their application • Is able to identify challenges and opportunities relating to policy implementation • Is able to provide 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement • Able to conceptualise and formulate policy 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

		comment and input on the practical aspects of policy implementation	<p>within the national and local government frameworks</p> <ul style="list-style-type: none"> • Able to evaluate the implication of new policy on systems, procedures and budgets • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of project; • Monitors policy implementation and puts in place procedures to manage risks. 	
Public Service Orientation				
<p>3. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality</p>	<ul style="list-style-type: none"> • Relates well to others • Initiates contact with other people • Displays consideration towards others • Listens effectively and responds appropriately 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others • Relates to people at all levels of the 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Accurately captures others' ideas and concerns • Encourages and considers inputs of others • Convinces others of his/her ideas without suppressing their views 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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

370

<p>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</p>	<ul style="list-style-type: none"> • 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 	<p>organisation</p> <ul style="list-style-type: none"> • Shows confidence in engagement with internal and external stakeholders • Is able to assert his/her opinions 	<ul style="list-style-type: none"> • 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 • Ability to be both direct and forthright as well as diplomatic and tactful 	<p>not in agreement</p>
		<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Develops well defined communication strategy. Understands the audience and is able to use appropriate medium to convey or engage target audiences. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with organisational needs when communicating differing viewpoints on 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	

<p>5. 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</p>	<p>effectively with people at all levels within the municipality</p> <ul style="list-style-type: none"> Listens well and is receptive and encourages participation and mutual understanding Displays commitment to excellence. Keeps commitments and promises in undertaking tasks and meeting deadlines Professional in interaction with general public and stakeholders Is aware of community needs and expectations and understands the processes for integrating these into the municipality's spatial planning. 	<p>complex issues;</p>	<ul style="list-style-type: none"> Demonstrates competencies from previous level 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. Is aware of the civic organisations and is able to engage 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Speaks effectively on service delivery matters to the media 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
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372

		<p>them in service delivery processes</p>		
<p>6. 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</p>	<ul style="list-style-type: none"> • Displays a customer focus • Is reliable and delivers on time • Establishes rapport with customers • Responds to client needs timeously 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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; • Supports others to take personal responsibility to deliver excellent customer service; 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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; • Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.) 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates personal commitment to the client service vision through own actions and attitudes; • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
Management				
<p>1. Impact and Influence</p>	<ul style="list-style-type: none"> • Makes positive 	<ul style="list-style-type: none"> • Demonstrates 	<ul style="list-style-type: none"> • Demonstrates 	<ul style="list-style-type: none"> • Demonstrates

<p>The ability to inspire a positive attitude in others and be able to influence others effectively</p>	<p>impact and comes across as confident professional</p> <ul style="list-style-type: none"> • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority 	<p>competencies from previous level</p> <ul style="list-style-type: none"> • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff, management and stakeholders • Uses an in depth understanding of the interactions within a group to move towards a specific agenda 	<p>competencies from previous levels</p> <ul style="list-style-type: none"> • 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 • Is called upon to mediate conflicts and disagreements • Shows strength of character maintaining performance under duress and pressure • Demonstrates calm around adversity 	<p>competencies from previous levels</p> <ul style="list-style-type: none"> • 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
<p>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</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Able to manage in a multi-disciplinary team • Shares information and collaborates easily with others 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • Encourages team approach to problem solving • Recognises and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • 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

374

		<ul style="list-style-type: none"> • Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate • Works effectively with people from other organisations/departments and manage in a competitive environment 		and resources
<p>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</p>	<ul style="list-style-type: none"> • Shows knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 guidance on how to handle new or difficult situations • Actively renews own personal and professional skills and 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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

375

			<p>applies them in a productive way in the work environment</p> <ul style="list-style-type: none"> Encourages self-reliance and allows staff to make and learn from mistakes 	
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31. PLANS EXAMINER

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 requirements Up to 2 years	Knowledge and implementation of the NBR and SANS Code regulations and requirements Between 2 and 5 years	Knowledge and implementation of the NBR and SANS Code regulations and requirements Between 5 and 8 years	Knowledge and implementation of the NBR and SANS Code regulations and requirements More than eight years including supervisory experience
EXPERIENCE				
QUALIFICATION	Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB	Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB	Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB	Relevant 3 year tertiary in any built environment discipline (e.g. Architecture, Civil Engineering and Quantity Surveying. MS Office, Code EB
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
1. Patrol, Enforcement and Emergency Response	<ul style="list-style-type: none"> Ability to pre-empt or respond to safety and security 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> Demonstrates all competencies from all

<p>Responding to safety and security problems.</p>	<ul style="list-style-type: none"> • problems related to building development • Assessing and scrutinising building development applications as determined by the supervisor in terms of complexity • Ensuring that submissions are complete • Checking and assessing fee calculations • Carrying out any building development related activity as assigned by the supervisor 	<ul style="list-style-type: none"> • Ability to pre-empt or respond to safety and security problems related to building development • Assessing and scrutinising building development applications as determined by the supervisor in terms of complexity • Ensuring that submissions are complete • Checking and assessing fee calculations • Carrying out any building development related activity as assigned by the supervisor 	<ul style="list-style-type: none"> • Ability to pre-empt or respond to safety and security problems related to building development • Assessing and scrutinising building development applications as determined by the supervisor in terms of complexity • Ensuring that submissions are complete • Checking and assessing fee calculations • Carrying out any building development related activity as assigned by the supervisor 	<p>previous levels</p>
<p>2. Community and Customer Focus Adhere to a customer centric approach when liaising around building applications.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to discuss the concerns about progress on a building application submission • Ability to advise the public on shortcomings of a building plan submission • Liaising with the customer interface section in order to ensure that all relevant departments timeously provides comment 	<ul style="list-style-type: none"> • Demonstrates competencies from the previous level • Demonstrates the ability to discuss the concerns about progress on a building application submission • Ability to advise the public on shortcomings of a building plan submission • Liaising with the customer interface section in order to ensure that all relevant departments timeously 	<ul style="list-style-type: none"> • Demonstrates competencies from the previous levels • Demonstrates the ability to discuss the concerns about progress on a building application submission • Ability to advise the public on shortcomings of a building plan submission • Liaising with the customer interface section in order to ensure that all relevant departments timeously 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels
<p>3. Problem Solving Considers a number of options in solving problems.</p>	<ul style="list-style-type: none"> • The ability to plan broad activities within specific timeframes and then to execute these activities according to plan, ie relating to plans, wayleaves, permits and 	<ul style="list-style-type: none"> • The ability to plan broad activities within specific timeframes and then to execute these activities according to plan, ie relating to plans, wayleaves, permits and 	<ul style="list-style-type: none"> • The ability to plan broad activities within specific timeframes and then to execute these activities according to plan, ie relating to plans, wayleaves, permits and 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels

<p>4. Administration Complete general administration is support of the building applications received.</p>	<p>work programmes.</p> <ul style="list-style-type: none"> • Checking all the modules on the Building Plan Tracker System • Relaying progress on submissions • Advising applicants on the technical requirements of the relevant legislation • Performs general administrative duties as assigned 	<p>work programmes.</p> <ul style="list-style-type: none"> • Checking all the modules on the Building Plan Tracker System • Relaying progress on submissions • Advising applicants on the technical requirements of the relevant legislation • Performs general administrative duties as assigned 	<p>work programmes.</p> <ul style="list-style-type: none"> • Checking all the modules on the Building Plan Tracker System • Relaying progress on submissions • Advising applicants on the technical requirements of the relevant legislation • Performs general administrative duties as assigned 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels
Public Service Orientation				
<p>1. Interpersonal Relationships</p>	<ul style="list-style-type: none"> • The ability to establish and maintain productive relationships with people within and outside of the municipality. 	<ul style="list-style-type: none"> • The ability to establish and maintain productive relationships with people within and outside of the municipality. 	<ul style="list-style-type: none"> • The ability to establish and maintain productive relationships with people within and outside of the municipality. 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels
<p>2. Service Delivery Orientation</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team • Shares information and 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Fosters a strong sense of team belonging • Contributes towards positive climate within team • Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels

378

<p>2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals 	<p>collaborates easily with others</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous level • Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Good at establishing clear direction • Sets out team goals providing clear sense of purpose 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels
<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Shares knowledge and information with peers and subordinates • Able to identify own development needs 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels
<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Commands respect from peers and managers 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Commands respect from peers and subordinates 	<ul style="list-style-type: none"> • Demonstrates all competencies from all previous levels

32. PRINTING SERVICES

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	Reprographics Assistant	Printing Press Operator Machine Operator	Admin Officer: Printing Reprographics Supervisor	Manager: Printing Services
KNOWLEDGE	Performs tasks associated with the transportation of mail/correspondence within the Municipal Region. Undertakes tasks associated with the collection, batching and distribution of mail and other related correspondence. Works independently under general instruction. Sort, bind and group documents together as per request from line department. Provide general office support	Activities associated with mass production of documents and Council Agendas. Attend to the line department's documents and requirements according to instructions to deliver an acceptable printing service.	All administrative functions pertaining to the division. Has operational control and responsibility over the day to day running of the printing services and supervises operators. Communicates activities and ensure that mass production of documents is done correctly and of a good quality. Ensure that deadlines are met. Exercise control on maintenance of machines. Works independently with regular report-backs to the Manager.	Knowledge of administrative as well as printing function and the management thereof. Has operational control and responsibility over all assets in the division. Responsible for general administrative duties, including the budget. Manages administrative and operational staff Works independently within works/ maintenance program and reports to the relevant GM. More than 5 years' experience in management.
EXPERIENCE	6 months relevant experience required	Between 1 and 2 years' relevant experience required	Between 3 and 5 years' relevant supervisory experience required.	More than 5 years' experience in management.
QUALIFICATION	Basic numeracy and literacy Code EC driving licence PDP	Grade 11	Grade 12 Computer literacy National Certificate: Printing & Manufacture of Packaging	Appropriate B Degree or three year qualification

		advantageous	
COMPETENCIES			
COMPETENCY LEVELS		1	2
		Functional / Professional	
		3	4
<p>1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.</p>	<ul style="list-style-type: none"> Remain focused on tasks at hand Plan activities and prevent irrelevant issues or distractions from interfering with work completion Delivers documents to line departments soon after completion 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitor and control activities by maintaining log of work, production and maintenance Able to prioritize tasks Identify more critical and less critical tasks and adjust priorities when needed Prioritize to meet deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Clearly communicate expectations to subordinates Provide guidance and instruction when delegating Plan ahead to ensure that equipment and materials are available and in working condition to perform tasks effectively Make contingency plans
<p>2. 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'.</p>	<ul style="list-style-type: none"> Remains focused on task at hand Check quality of work against pre-determined specifications 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 Involves the appropriate people, to resolve complex task related problems 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors and controls activities by maintaining a log of work, production, or maintenance Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Consistently identifies appropriate resources for a variety of assignments 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
<p>1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.</p>	<ul style="list-style-type: none"> Remains focused on tasks at hand Plan activities and prevent irrelevant issues or distractions from interfering with work completion Delivers documents to line departments soon after completion 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitor and control activities by maintaining log of work, production and maintenance Able to prioritize tasks Identify more critical and less critical tasks and adjust priorities when needed Prioritize to meet deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Clearly communicate expectations to subordinates Provide guidance and instruction when delegating Plan ahead to ensure that equipment and materials are available and in working condition to perform tasks effectively Make contingency plans
<p>2. 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'.</p>	<ul style="list-style-type: none"> Remains focused on task at hand Check quality of work against pre-determined specifications 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 Involves the appropriate people, to resolve complex task related problems 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Monitors and controls activities by maintaining a log of work, production, or maintenance Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Consistently identifies appropriate resources for a variety of assignments 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

<p>3. Work Place Safety The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.</p>	<ul style="list-style-type: none"> • Display knowledge of all related safety or security regulations • Is aware of coworkers' safety in the workplace • Understand how to use and operate safety equipment • Is aware of the hazards of working with dangerous materials 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies safety issues and problems—Detects hazardous working conditions • Is alert to unsafe work conditions • Reports and/or correct s work conditions and safety problems; checks equipment and/or work area regularly 	<ul style="list-style-type: none"> • 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 • Reports accidents to immediate superior immediately 	<p>appropriate individuals</p> <ul style="list-style-type: none"> • 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 • Probes deeply and considers consequences and risks attached to actions and the impact of solutions
<p>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</p>	<ul style="list-style-type: none"> • Plans tasks on a daily basis according to a set schedule. • Focuses on the short to medium tasks on a project basis • Identifies resource requirements 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Performs scheduled tasks within time allocated • Identifies and allocates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Sets goals and objectives relevant to the function and focuses on the customers' 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Taps into the resources of other units and

<p>associated resources and budgets, according to the municipality's procedures in order to achieve the tasks, functions, results of the work unit.</p>	<p>for undertaking specific tasks.</p> <ul style="list-style-type: none"> • Able to understand basic verbal instructions from supervisor and colleagues • Checks own understanding of tasks and expectations to avoid making mistakes • Understands basic technical jargon 	<p>resources relevant to tasks and control of the necessary equipment, tools, machinery, to undertake the work</p> <ul style="list-style-type: none"> • Responsible for the deployment and control of the necessary equipment, tools, machinery, to undertake the work 	<p>needs</p> <ul style="list-style-type: none"> • Develops integrated plans for the work unit and others within the functionality • Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others • Draws up maintenance and preventative maintenance programmes 	<p>departments to achieve results</p> <ul style="list-style-type: none"> • Projects and forecasts short, medium and long term needs for the operations falling under his/her control • Develops contingency plans for potential problems affecting the unit
<p>5. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Can translate technical information into terms that are understood by subordinates and customers • Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Ability to read situations and interest positions and to respond appropriately • Communicates complex and technical information effectively • Communicates effectively at senior levels • Handles sensitive one-on-one discussions effectively 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 • Extensive knowledge of printing and copying principles, procedures, concepts, practices and equipment to perform a variety of specialized tasks/functions and to train
<p>6. 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.</p>	<ul style="list-style-type: none"> • Ability to identify and understand the tasks relating to dispatch of documents and correspondence 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the operations underpinning the specific job • Has the ability to identify task specific problems and analyze all factors that influence the solution • The ability to fully develop the preferred solution to the problem 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Ability to make judgement decisions on issues falling outside of the operating rules and procedures • Anticipates events, situations and incidents that may impact on the operation • Ability to assess practicality of 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 • Extensive knowledge of printing and copying principles, procedures, concepts, practices and equipment to perform a variety of specialized tasks/functions and to train

				<p>technical specifications for systems and process requirements</p> <ul style="list-style-type: none"> • Uses discretion in situations of deviation from operational assumptions • Identifies and implements corrective action on routine tasks and within the authority delegated at this level 	<p>others.</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors and evaluates quality of printing jobs • Checks against standards and regulations and signs off on documents • Accurately reviews documents and edits documents created by others
			<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Checks printing work requests to ensure accuracy before and after printing • Ensures all details of a task are accomplished • Checks against standards and regulations 		
		<ul style="list-style-type: none"> • Checks mail or correspondence and documents thoroughly to ensure timely delivery to clients • Follows instructions for assigned tasks 			
<p>7. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p>					
Public Service Orientation					
<p>1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to excellence. • Keeps commitments and promises in undertaking tasks and meeting deadlines. • Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Researches needs of clients. • Consults clients and stakeholders on ways to improve the delivery of services. • Acts professionally in interaction with clients and stakeholders. 	<ul style="list-style-type: none"> • 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. • Creates a climate of service delivery excellence for unit. 	<ul style="list-style-type: none"> • 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 	

<p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Is able to establish rapport and gets on with others. • Communicates effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Relates to people at all levels of the municipality. • Acknowledges contributions of others. • Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Accurately captures others expectations, ideas and concerns. • Encourages and considers inputs of others. • Convinces others of ideas without suppressing their views. 	<ul style="list-style-type: none"> • monitored and updated. • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. • Consults and utilises international best practices on service delivery innovation.
<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Acknowledges merits in others' arguments and incorporates proposals where merited. • Negotiates skillfully 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). • Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement. 				

<p>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 exceeding client needs in a timely and appropriate manner.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served. • Takes personal responsibility for providing excellent service quality. • Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> • 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. • Takes specific and sustained action to implement the client service vision. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Demonstrates personal commitment to the client service vision through own actions and attitudes. • Maintains clear communication with clients regarding mutual expectations. 	<ul style="list-style-type: none"> • 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. • Ensures response times are quick.
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides guidance to others and focuses on successful completion of objectives. • Motivates self and others to produce quality work within deadline. 	<ul style="list-style-type: none"> • 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. • Inspires staff with own behaviour – 'walks the talk'. 	<ul style="list-style-type: none"> • 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. • Maintains a clear focus on the long-term goals and produces more than one way of getting there.

<p>2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional. • Is respected by peers. 	<ul style="list-style-type: none"> • Motivates colleagues to accomplish tasks and missions. • Influences others effectively using a number of techniques. • Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> • 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. • Motivates service providers to accomplish tasks. 	<ul style="list-style-type: none"> • 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. • Uses an in-depth understanding of the interactions within a group to move towards a specific agenda.
<p>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.</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others. • Is able to function effectively as a team member. • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Works effectively with people from other departments. • Participates actively as a member of a team to move the team towards the attainment of goals. 	<ul style="list-style-type: none"> • 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. • Builds team spirit and cohesion within the unit. • Creates strong morale/team spirit. 	<ul style="list-style-type: none"> • 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. • Remains abreast with other initiatives in the Municipality and looks for ways to

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers. • Understands own limitations. • Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> • 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. • Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> • Empowers others and distributes the workload appropriately. • Encourages self-reliance and allows staff to make and learn from mistakes. • Sets challenging tasks that stretches individuals' abilities and self-confidence. 	<p>cooperate and integrate.</p> <ul style="list-style-type: none"> • 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. • Provides individuals with guidance on how to handle new or difficult situations.
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33. LIBRARIAN

LEVELS	1	2	3	4	5
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	Library Assistant	Junior Librarian / Librarian	Senior Librarian	Principal Librarian	Chief Librarian
KNOWLEDGE	Basic understanding and application of aspects of principles, practices and procedures within the library and information services discipline	<ul style="list-style-type: none"> An understanding, knowledge and application of professional LIS principles, practices and procedures Basic knowledge of supervisory principles and practice Basic knowledge of project management principles, practices and procedures 	<ul style="list-style-type: none"> In depth understanding, knowledge and application of professional LIS principles, practices and procedures Knowledge of managerial principles, practices and development principles, practices and procedures 	<ul style="list-style-type: none"> In depth understanding, knowledge and application of professional LIS principles, practices and procedures In-depth knowledge of managerial principles, practices and procedures In-depth knowledge of project management principles, practices and procedures In depth knowledge of staff development principles, practices and procedures 	<ul style="list-style-type: none"> In depth understanding, knowledge and application of professional LIS principles, practices and procedures In depth knowledge of managerial principles, practices and procedures In-depth knowledge of project management principles, practices and procedures In depth knowledge of staff development principles, practices and procedures
EXPERIENCE	Experiential knowledge of public libraries	Familiarity with public libraries, practical experience as part of the academic program	Up to 3 years' experience	Up to 5 years' experience with supervisory experience	5 years of more relevant experience including managerial experience
QUALIFICATION	Grade 12	Junior Librarian (T10): 3-year Library Science or Information Management post matric	B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric	B.LIS / B. Tech: LIS / B. Inf (Hons) or PG Dip LIS or equivalent 4-year post matric	B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric

		qualification Recommended: Librarian (T11); B.LIS / B. Tech: LIS / B. Inf (Hons) or PGDip LIS or equivalent 4-year post matric qualification Registered member of LIASA	qualification Registered member of LIASA	qualification Registered member of LIASA	matric qualification Registered member of LIASA
COMPETENCIES					
Functional / Professional					
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.	<ul style="list-style-type: none"> Appears supportive of initiatives and co-operates willingly in execution of tasks and duties 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays personal interest in the well-being of colleagues; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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. Able to constructively engage with line manager, and putting forth own team's view/concerns/proposals 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Assigns clearly defined tasks to sub ordinates 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; Tactfully confronts others when necessary and able 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>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.</p>	<ul style="list-style-type: none"> Identifies simple problems within a set process Applies guidelines and processes to solve simple problems Refers problems to supervisor that do not fit guidelines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative in suggesting possible solutions to certain problems. Knows when to refer problems to supervisor for resolution Follows up with referral process 	<ul style="list-style-type: none"> 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 Considers various alternatives and does not settle for the first solution 	<p>to make unpopular decisions when necessary.</p> <ul style="list-style-type: none"> 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 Ability to balance detail orientation with 'big picture' thinking Involves the appropriate people to resolve complex, inter-departmental problems 	<ul style="list-style-type: none"> 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 Deals effectively with ambiguity, uncertainty and complexity
<p>3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> Has basic knowledge about the municipality and Library Service 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands how the Library Services functions and relationships with other pertinent areas within the municipality 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Has knowledge of municipal/provincial legislation relating to Library Services Is aware of municipality's priorities and goals Contributes toward 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Demonstrates knowledge of the municipality's priorities and goals Operates within the Municipality's policies and procedures

	<ul style="list-style-type: none"> Checks work for errors and omissions Ensures all tasks are completed timeously Accurately and carefully follows established processes and procedures (e.g. shelving and mending of library books) 	<ul style="list-style-type: none"> 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 Follows through with issues and can be relied upon to meet deadlines 	addressing the municipality's service delivery challenges	<ul style="list-style-type: none"> Demonstrates awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally Demonstrates competencies from previous levels
<p>4. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p>	<ul style="list-style-type: none"> 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 Follows through with issues and can be relied upon to meet deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Maintains a checklist covering all detail which might be overlooked Notifies errors or problems prior to tasks being completed Ensures a high quality output and will initiate action to correct quality issues 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Completes reports and other documentation accurately and proofs own work to identify errors or omissions Establishes criteria and work procedures to achieve a high level of quality and service Sets high standards of work performance for self and others Accepts responsibility for outcomes and refocuses/reworks tasks when appropriate 	<ul style="list-style-type: none"> Demonstrates awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally Demonstrates competencies from previous levels
<p>5. Professional / Technical Proficiency Understands and applies a practical and/or theoretical body of knowledge within the Library & Information Services discipline, in order to give effect to the informational, educational</p>	<ul style="list-style-type: none"> Understands the importance of correctly shelved library materials /filed documents. Able to use the Dewey Decimal System and alphabet correctly. Understands and applies the correct materials' 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Displays a wide and general reading background. Understands and applies information retrieval and reader's guidance principles and is able to effectively 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Displays an eclectic reading background and a wide general knowledge. Is fully conversant with all aspects of public librarianship, in particular 	<ul style="list-style-type: none"> Demonstrates awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> Has an in-depth knowledge of challenges facing the Library Services in terms of delivering services and operating optimally Demonstrates competencies from previous levels

392

<p>and recreational role of the public library service.</p>	<p>mending and maintenance techniques, and general cleaning methods</p> <ul style="list-style-type: none"> • Displays an active interest in reading and a general knowledge of various subjects 	<ul style="list-style-type: none"> • Displays sound knowledge of the reference interview technique. • Displays knowledge of establishing and developing a reading culture. 	<p>assist the public.</p> <ul style="list-style-type: none"> • Displays a sound understanding of and applies principles/criteria relating to collection development, trends and users' information needs. • Understands the service ideals of a public library. • Understands and applies the methodology of establishing users' needs. 	<p>information retrieval and bibliographic knowledge.</p> <ul style="list-style-type: none"> • 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 	<p>all aspects and underpinning values, of public librarianship / libraries.</p> <ul style="list-style-type: none"> • Able to proactively adapt/influence selection criteria and collection development. • Enhances resources sharing within the Department and implements appropriate strategies and procedures. • Displays an exceptional knowledge of the reference interview techniques and tools and readers' guidance principles/techniques. • Displays sound knowledge of and the ability to apply the methodology of establishing users' needs in diverse communities. • Ensures that the informational, educational and recreational needs of the clients are met through the availability
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Public Service Orientation					
					of a comprehensive range of library material and professional services.
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively 	<ul style="list-style-type: none"> • 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 • Acknowledges contributions of others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 municipalities function • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
	<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Follows instructions and asks questions when issues appear unclear 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Attends to messages from others – correctly interprets and responds promptly and appropriately • Adapts communication content and style 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<p>according to the audience including managing body language effectively</p> <ul style="list-style-type: none"> • Receptive to suggestions and ideas from others 	<ul style="list-style-type: none"> • 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 	<p>communication</p> <ul style="list-style-type: none"> • Appears comfortable interacting, persuading and influencing management levels within the municipality • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way • Responds to questions and queries with accurate and complete answers 	
		<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Appears professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Engages effectively with general public • Establishes a collaborative relationship with the community and general public • Researches needs of clients • Consults clients and stakeholders on ways to improve the delivery of services 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Speaks effectively on service delivery matters to the media • Professional in interaction with general public and stakeholders • Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 4. • Understands community needs articulated in discussions, surveys, and supports delivery through appropriate interventions. • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery

<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and directs clients to library professional who can assist with query 	<ul style="list-style-type: none"> 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; Supports others to take personal responsibility to deliver excellent customer service; 	<ul style="list-style-type: none"> 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 clients' information needs and reading experiences. Implements client satisfaction feedback to ensure provision of quality service; 	<ul style="list-style-type: none"> 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 Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
Management					
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Good at establishing clear direction Sets out work for others in a well-planned and clear manner 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Initiates and manages change in pursuit of strategic objectives

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to identify own development needs • Shares knowledge and information with peers 	<ul style="list-style-type: none"> • 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 • Encourages self-reliance and allows staff to make and learn from mistakes 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • 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 his/her area of control • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. 	<p>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”</p> <ul style="list-style-type: none"> • Inspires staff with own behaviour – “walks the talk” 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
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<p>3. Impact and Influence (Advocacy Skills) The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Answers basic / directional questions politely and helpfully Able to assist with library outreach activities and programmes. 	<ul style="list-style-type: none"> 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) – duplicated from Senior Librarian Participates in outreach activities and programmes, and assist with promoting the library service. 	<ul style="list-style-type: none"> 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 Displays active involvement with community municipalities, and the ability to successfully establish and maintain professional relationships and partnerships with educational institutions and business. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates subordinates to accomplish tasks and missions Ability 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 Displays active involvement with community municipalities, and the ability to 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 4. Ability to develop internal and external relationships to implement business improvement initiatives and partnerships, and to support the promotion of library services.
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398

					successfully establish and maintain professional relationships and partnerships with educational institutions and business.	
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34. PROJECT ADMINISTRATION

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS	Assistant Project Administrator	Project Administrator	Senior Project Administrator	
(These are a guideline and therefore not limited.)				
KNOWLEDGE	Provides routine clerical support for projects and follows standard procedures. Operates under direct supervision.	Provide efficient and effective project administration and logistical support services across the project life cycle to the Project Manager/Senior Project Manager/Programme Manager in the successful delivery of projects. Operates under limited supervision	Provide efficient and effective project management services across the project life cycle. Supervises more junior staff	
EXPERIENCE	Up to 2 years' experience	Up to 5 years' experience	Between 5 and 8 years' experience	
QUALIFICATION	Grade 12	Grade 12 plus 1 year Certificate, Advanced Computer Literacy	Grade 12 plus accredited 1 year project management certificate or National Diploma	
COMPETENCY LEVELS	1	2	3	4
	COMPETENCIES			

Functional / Professional			
<p>1. Written Communication The ability to communicate in writing as appropriate to specific audiences.</p>	<ul style="list-style-type: none"> • 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 • Able to respond in writing to complex types of communication 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Prepares considered, high quality reports for decision-making within the municipality • Takes supervisory responsibility for reviewing and editing less experienced subordinates work
<p>2. Oral Communication The ability to articulate a message in an understandable and convincing manner.</p>	<ul style="list-style-type: none"> • Able to understand basic verbal instructions from superiors and colleagues • Confirms / clarifies understanding of instructions, thereby avoiding mistakes • Makes self-understood to others, pointing out specific issues or considerations to be taken into account 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Makes self-understood to others, pointing out specific issues or considerations to be taken into account • Interprets complex language / communication • Able to communicate complex ideas to others in an understandable way 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Demonstrates effective oral and presentation skills for complex and sensitive topics and issues
<p>3. 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.</p>	<ul style="list-style-type: none"> • Follows laid-down procedures diligently • Identifies elements in a project that may create bottlenecks and blockages • Brings supervisor's attention to bottlenecks and blockages • Demonstrates knowledge and understanding of contractual, 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • 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

	<p>legislative and statutory terminology/requirements in the management of a project</p>	<ul style="list-style-type: none"> 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) Implement management procedures necessary for the smooth running of a project 	<p>standards and operational criteria in the functional areas relevant to the project at hand.</p> <ul style="list-style-type: none"> Has the capacity to accept responsibility for decisions on basic projects Advise on the management procedures necessary for the smooth running of a project including document control techniques and systems, meetings and reporting procedures. 	
<p>4. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.</p>	<ul style="list-style-type: none"> 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 Follows through on option selected by client / stakeholder within confines of laid down procedure 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Ascertain a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option Follows through on final decision 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option Executes option and accepts consequences and accountability 	
<p>5. Organisational Awareness The ability to understand the Municipality's objectives, and the impact of decisions on the community and the functioning of the department.</p>	<ul style="list-style-type: none"> Understands how a business unit functions Understands and is able to communicate the municipality's priorities and goals In-depth knowledge of 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Contributes to shaping the departmental specific goals and priorities Well-developed knowledge of relevant municipal legislation 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Contributes to shaping the Directorate / Municipality's sector specific goals and priorities Contributes to shaping the 	

	<ul style="list-style-type: none"> 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 Knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> Contributes toward addressing the departmental service delivery challenges 	<ul style="list-style-type: none"> Directorate / Municipality's policies and procedures Demonstrates knowledge of relevant municipal legislation In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services 	
<p>6. 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.</p>	<ul style="list-style-type: none"> Identifies simple problems within a set process Alert supervisor of problems within a set process Solves problems of a basic nature Identifies problems in processes Refers problems to supervisor for resolution but offers alternatives or recommendations 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; 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 Follows up on resolution Recommends changes to forms, documents, procedures, policies, etc., that will increase the effectiveness of the project area 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Conceptualises possible solutions to problems Weights 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 Displays understanding of risks that threaten projects at each stage of development. Develops contingency plans for potential problems 	
<p>7. Planning and Organising The ability to plan activities within specific timeframes and then to execute these activities according to plan.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Plans tasks on a weekly basis Prioritises tasks on a daily basis according to an assessment of schedule of 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Plans tasks on a monthly basis for self and others Prepares delegated plans for others on a weekly basis 	

	<ul style="list-style-type: none"> some discretion Plans tasks on a daily basis according to assessment of schedule of activities Executes tasks in order of priority and urgency 	<ul style="list-style-type: none"> activities Executes or delegates tasks to appropriate individuals 	<ul style="list-style-type: none"> Consistently meets client and stakeholder expectations on projects. 	
<p>8. Use of Technology The ability to utilise technology in the workplace to optimise functioning of the Municipality.</p>	<ul style="list-style-type: none"> Able to use the basic features of a range of office machines including a photocopier, scanner, fax and telephone Demonstrates basic computer literacy Basic knowledge of MS Office 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Able to use advanced features of a range of office machines including a photocopier, scanner, fax and telephone Advanced knowledge of MS Office Able to process data utilising various computer software packages 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Able to use advanced features of MS Office packages Understands how to use computer packages to process a range of data Optimise the use of technology for effective and efficient operations within office 	
<p>9. Data Processing & Analysis Ability to process data and bring out about improvements in the way in which it is processed.</p>	<ul style="list-style-type: none"> Enters data into specific applications, computerised or manual according to set procedures Checks data as it is entered for obvious errors 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Able to conduct basic analysis of data by printing out standardised reports Able to analyse data using computerised tools such as MS Office (e.g. Excel, PowerPoint) 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Able to analyse complex data through the creation of spreadsheets and databases Able to summarise conclusions to analysis in order to make meaningful decisions 	
<p>10. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant municipal standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations Completes project documents and tasks 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Maintains a project checklist covering all detail which might be omitted Ensure that all information is available in the preparation of documentation 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Monitors projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created 	

		Public Service Orientation		by others
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Wins concessions without damaging relationships 	
<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication • Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Responds to questions with accurate and complete answers 	
<p>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</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Engages effectively with general public • Understands and articulates community needs 	

municipal goals.			<ul style="list-style-type: none"> Manages community expectations within financial, technical and capacity constraints 	
<p>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.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Monitors client satisfaction 	<ul style="list-style-type: none"> 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.) 	
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Commands respect from peers and subordinates 	
<p>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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	

<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> collaborates easily with others Demonstrates competencies from level 1. Sets out work in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction Sets out team goals providing clear sense of purpose 	
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares knowledge and information with peers and subordinates Able to identify own development needs 	<ul style="list-style-type: none"> 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 Ability to understand the underlying causes for non or poor performance and to provide the appropriate support 	

35. PROJECT / PROGRAMME MANAGEMENT

<p>LEVELS</p> <p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p> <p>KNOWLEDGE</p>	<p>1</p> <p>Junior Project Manager Project/ Programme Coordinator Manages and leads less complex, smaller projects within the project life cycle.</p>	<p>2</p> <p>Project Manager Typically manages projects of various levels of risk and complexity.</p>	<p>3</p> <p>Senior Project Manager Typically manages major projects with extensive long term impact and which are of a higher risk and complexity or may be medium sized</p>	<p>4</p> <p>Programme Manager Manages a major programme or programmes comprising of multiple projects of high risk and complexity that impact</p>
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406

	Performs the full range of activities within project management principles	Performs the full range of activities within project management principles	Manages multiple projects and/or minor to medium programmes	significantly on the municipality
	Coordinates the implementation of programmes/projects across different departments	Accountable for all phases and aspects which will ensure the successful delivery of the project	Supervises and/or co-ordinates staff. 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	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. Lead and head a programme team and manages staff Facilitates the successful implementation of multiple projects within respective programmes.
EXPERIENCE	Up to 2 years relevant experience	Up to 5 years relevant experience	Up to 8 years relevant experience	Up to 8 years relevant experience with extensive managerial experience
QUALIFICATION	An appropriate professional qualification	An appropriate professional qualification	An appropriate professional qualification	An appropriate professional qualification
COMPETENCIES				
COMPETENCY LEVELS				
	1	2	3	4
Functional / Professional				
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.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Ability to undertake and evaluate complex projects and anticipates events, situations and incidents that may impact on the operation of the system Ability to assess practicality of technical specifications for 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Ability to assess practicality of technical specifications for systems requirements Ability to make judgement decisions on issues falling outside of the operating rules and procedures 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>2. Financial Management Maximises the municipalities' business sense and displays a sound business understanding in applying the most effective management practices to achieve municipal and project / programme financing goals and objectives.</p>	<ul style="list-style-type: none"> • 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 ability to identify problems and analyze all factors that influence the solution on basic projects • The ability 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, also using design, development and communication on basic projects • Capacity to accept responsibility for decisions on basic projects 	<ul style="list-style-type: none"> • 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 • Identifies and implements corrective action on projects 		
	<ul style="list-style-type: none"> • Understands, analyses and monitors financial reports • Ensures proper records of financial affairs and transactions • Prepares project financial reports based on prescribed format; • Aligns expenditure to budgets and cash flow projections; 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Manages and monitors financial risk; • Continuously looks for new opportunities to obtain and save funds; • Understands and weighs up financial implications of propositions; • Ensures effective utilisation of financial resources; • Develops corrective 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Sets strategic direction in the allocation of funding based on the utilization of cost-benefit thinking to established IDP priorities • Evaluates financial impact of strategic decisions across the municipality • Identifies and implements partnerships and explores alternate avenues to achieve 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

408

<p>3. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Gives direction to team in realising the project's strategic objectives • Delegates and empowers others to increase contribution and level of responsibility and accountability • Applies labour and employment legislation and regulations consistently; • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Facilitates team goal setting and problem solving; • Recognises individuals and teams and provides developmental feedback in accordance with performance management principles • Deals with labour matters; • Identifies competencies required and suitable resources for specific tasks; • Displays personal interest in the well-being of colleagues; • Manages conflict through a participatory transparent approach. • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals • Tactfully confronts others when necessary and able to make 	<p>financial savings and improved service delivery</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
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<p>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.</p>	<ul style="list-style-type: none"> 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. Sets short term and longer term project plans and cascades it to the work team and individual performance objectives. Identifies and allocates resources Displays understanding of risks that threaten projects at each stage of development. Develops contingency plans for potential problems 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. Able to coordinate the integration of people, resources and materials in order to achieve project 	<p>unpopular decisions if it is in the best interests of the project</p> <ul style="list-style-type: none"> Demonstrates competencies from previous level 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 departments' 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. Is able to get more things done whilst using fewer resources to achieve this Attends to and manages multiple tasks and details by focussing on key priorities and delegation to others Develops scenarios on projects Assists others to plan and organise their work 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Projects and forecasts short, medium and long term needs for the municipality 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
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<p>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.</p>	<p>objectives</p> <ul style="list-style-type: none"> Builds due dates into assignments, tasks and delegations. Effectively communicates milestones and expected results Asks questions to obtain relevant information; Reviews progress and shares information; gets feedback on results from those directly involved. Ensure 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. Able to set up systems and procedures to collect data, formulate and report on project progress to comply with the municipality's governance requirements Establish a system to follow up on projects/tasks /assignments. Sets up feedback mechanisms in order to monitor work in progress Consistently attains targets and goals as planned. Delivers activities and plans as scheduled Maintains a project checklist 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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. Gathers information on the probability of success and the consequences of failure 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
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	<ul style="list-style-type: none"> covering all detail which might be overlooked Initiates action to correct quality problems or notifies others of quality issues as appropriate. 	<ul style="list-style-type: none"> Knowledge of the municipality priorities and goals Operates within the municipality policies and procedures Applies sector policies and legislation in undertaking tasks Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Understands and internalizes the municipality's priorities and goals In-depth knowledge of the municipality's policies and procedures Understands priorities, goals and issues of neighbouring municipalities Understands sector policies and legislation In-depth knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Contributes to shaping the municipality's and sector specific goals and priorities Contributes to shaping the municipality's policies and procedures In-depth knowledge of municipal legislation Contributes toward addressing the municipality's service delivery challenges 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>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.</p>	<ul style="list-style-type: none"> Ensures all details of a task are accomplished Completes reports and other documentation accurately Checks against design standards and regulations. Maintains a project checklist covering all detail which might be overlooked 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Able to anticipate problems. Notifies errors or problems prior to tasks being completed Ensure 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>7. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>					

<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Clearly defines the parameters of task including responsibility, decision making, authority and accountability, and any other actions constraints or deadlines • Sets out work for others in a well-planned and organised manner • Good at establishing clear direction 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Establishes appropriate procedures to stay informed of issues and results of shared responsibility • Allocates decision making authority and/or task responsibility to appropriate individuals in appropriate areas 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Able to translate Directorate / department 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 • Organises resources and inspires others towards focussed performance 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>9. Dispute Resolution 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>	<ul style="list-style-type: none"> • Establishes a clear and compelling rationale for resolving conflict • Collects information from relevant sources to understand conflict • Understands conflict resolution methodology and processes • Is impartial when resolving conflicts. 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 • Presents and seeks practical, fair and equitable solutions or positive course of action 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to diffuse disagreements that are impacting on performance • Knowledge of dispute resolution policies and frameworks (arbitration processes, litigation, etc.) • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>10. 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'.</p>	<ul style="list-style-type: none"> • 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, and probing insightfulness, and probing behaviours when approaching problems; • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Deals effectively with ambiguity and uncertainty • Generates various solutions / options and contingency plans for problems; Develops new ways to solve problems • 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 • Anticipates problems and strategises to counteract potential impact • Puts preventative measures in place to ensure that problems do not recur in the future; 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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; • Identifies, solves and monitors unique issues or problems that have total municipal impact in consultation with the stakeholders; 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

	<ul style="list-style-type: none"> • 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 • Understands the issues and positions of the parties to the negotiation and seeks a win-win solution through a give and take process • Stays focussed on resolving the deadlocks and avoids personal issues and attacks 	<p>positive course of action</p> <ul style="list-style-type: none"> • Ensures that all parties are aware of agreements and required actions when the issues are resolved • Takes positive action to resolve conflict in a way that addresses the issues, dissipates the conflict and maintains the relationships 		
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>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.</p>	<ul style="list-style-type: none"> • 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 • Communicates controversial, sensitive messages to stakeholders tactfully; • Listens well and is receptive and encourages participation and mutual understanding • Communicates high risk sensitive matters to all relevant parties; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Develops well defined communication strategy; • Balances political views with municipal needs when 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 • Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Ability to read situations and respond appropriately • Uses language and style to capture the attention of the audience • Is sought after to lead negotiations and represent the municipality; • Coordinates negotiations at different levels within the municipality and externally. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>3. Service Delivery Orientation The ability to explore and</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>promises in undertaking tasks and meeting deadlines</p> <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Engages effectively with general public Establishes a collaborative relationship with the community Understands and articulates community needs in local government plans Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> Speaks effectively on service delivery matters to the media 	<p>previous levels</p>
<p>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.</p>	<ul style="list-style-type: none"> 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; Supports others to take personal responsibility to deliver excellent customer service; 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 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; Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.); 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Demonstrates personal commitment to the client service vision through own actions and attitudes; Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision. 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Motivates contractors to 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Establishes support and 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

influence others effectively.	<ul style="list-style-type: none"> Commands respect from peers and subordinates and stakeholders Convinces management of viewpoints or proposals with assistance of others in authority 	<p>accomplish tasks, outcomes and missions</p> <ul style="list-style-type: none"> 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 Tactfully confronts and corrects others when necessary Demonstrates calm around adversity Is called upon to mediate conflicts and disagreements 	<p>projects authority and credibility</p> <ul style="list-style-type: none"> Ability 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 Shows a strength of character maintaining performance under duress and pressure 	
<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>	<ul style="list-style-type: none"> 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) Creates strong morale/team spirit 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Uses complex strategies 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 Works effectively with people from other municipalities/departments and manage in a competitive environment 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 disciplines 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
<p>3. Coaching and Mentoring</p>	<ul style="list-style-type: none"> Share knowledge and 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates

<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>information with peers and subordinates</p> <ul style="list-style-type: none"> • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing • Balances the municipalities tasks and goals with subordinates personal and professional needs 	<p>from previous level</p> <ul style="list-style-type: none"> • 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 • 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 	<p>from previous levels</p> <ul style="list-style-type: none"> • 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 municipality • Understands municipal needs and formulates and implements development plans, outlining specific performance measures. 	<p>competencies from previous levels</p>
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36. PROPERTY/ ASSET MANAGEMENT

LEVELS	1	2	3	4
<p>TYPICAL DESIGNATIONS (these are a guide and therefore not limited to)</p>	<p>Assets Officer</p>	<p>Operational Manager: Assets</p>	<p>Assistant Manager: Assets</p>	<p>General Manager Property Asset Management</p>
<p>KNOWLEDGE</p>	<p>Under direct supervision of the Assistant Manager: Assets implement the Asset Management Plan operations</p>	<p>Under direct supervision of the Assistant Manager: Assets oversee the Asset Management Operations.</p>	<p>Manage the Property Asset Function under the direct supervision of the General Manager and may be required to</p>	<p>Manages a specialised Property Asset Function under the leadership and guidance of the Director/Property Portfolio Manager</p>

	<ul style="list-style-type: none"> Assist with the implementation of the Asset Management Operations Implement Operational and Maintenance requirements in terms of the Municipality's Policies and Asset Plan Assist with the operations of the Management of identified Council owned Property Portfolio assets, Assist with the implementation of operational solutions and services Assist with Operational Implementation of Property Department's Asset Management Plan for identified assets Assist with Operational maintenance of Annual Asset Management Plans 	<ul style="list-style-type: none"> Implement the Asset Management Operations in line with the Asset Management Strategy Action Operational and Maintenance requirement in terms of the Municipality's Policies Operational Management of identified Council owned Property Portfolio Assets, and implement approved property asset management planning systems and tools in support of Property Department mandate for identified assets Implement operational solutions and services that in line with the Property Department's business plan Operational Implementation of Property Department's Asset Management Plan for identified assets Operational maintenance of Annual Asset Management Plans 	<p>manage more junior staff</p> <ul style="list-style-type: none"> Implement the Asset Management Strategy and Action Plans based upon the chosen Service Delivery Options; Action detailed plans for acquisitions and replacements, operations and maintenance as well as disposals in terms of the Municipality's Policies Manage all Council owned property portfolio assets, and implement approved property asset management planning systems and tools in support of Property Department mandate. Implement expert solutions and services that align with Property Department's business strategy, vision and mission. Implement Property Department's Asset Management Plan that is optimally and efficiently utilized. Maintain the strategic and annual Asset Management Plans aligned with Municipality's budget. Execute the asset needs 	<ul style="list-style-type: none"> Convert the Municipality's strategy, converting that into an asset management strategy and producing plans based upon an analysis of service delivery options; Formulate an asset management strategy consisting of detailed plans for acquisitions and replacements, operation and maintenance as well as disposals in terms of the Municipality's policies 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. Provide expert solutions and services that align with Property Department's business strategy, vision and mission. 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 Develop and maintain the strategic and annual asset
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420

				acquisition management, operational and disposal plans	management plans aligned with Municipality's budget, and in consultation with the Property Department. <ul style="list-style-type: none"> Develop asset needs assessment, acquisition management, operational and disposal plans
EXPERIENCE	Up to 1 year relevant experience	Between 1 and 3 years relevant experience	Between 3 and 5 years' experience in Property Asset Management at junior/middle management	Between 5 and 10 years' experience in Property Asset Management at middle/senior management	
QUALIFICATION	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Certificate/Diploma/equivalent; in Property Asset Management /Finance/	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Certificate/Diploma/equivalent; in Property Asset Management /Finance/	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Diploma/equivalent; in Property Asset Management /Business Management /Finance/	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Bachelor's Degree/equivalent; in Property Asset Management /Business Management /Finance/	Ideal: Honour's Degree will be an advantage
COMPETENCIES					
COMPETENCY LEVELS					
	1	2	3	4	
Functional / Professional					
1. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	<ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis Answers basic questions politely and helpfully 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Gives options for client / stakeholders actions from a range of actions available Follows through on option selected by client / stakeholder within confines of laid down procedure 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Ascertains a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option 	

<p>2. 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 understanding of the message.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication • 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 • Shows an understanding of the issues at hand and how best to communicate the information 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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. • Adapts communication content and style according to the audience, including managing body language effectively; • Communicates effectively with people at all levels within the municipality • Is receptive to suggestions and ideas from others. • Demonstrates an in-depth understanding of the issues to be communicated 	<ul style="list-style-type: none"> • Follows through on final decision • Demonstrates competencies from previous levels • Delivers messages in a manner that gains support, commitment and agreement; • Conveys information through various media, using a number of techniques to maintain audience attention. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding • Shows an exceptional grasp of the power of language and is very articulate. • Demonstrates conceptual clarity when communicating (i.e. explains ideas, viewpoints very clearly) • Ensures all bases are covered and that all information is correct and complete 	<ul style="list-style-type: none"> • Executes option and accepts consequences and accountability • Demonstrates competencies from previous levels • 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. • Ensures all communication is coordinated and integrated - not fragmented
<p>3. Organisational Awareness</p>	<ul style="list-style-type: none"> • Demonstrates an understanding 	<ul style="list-style-type: none"> • Demonstrates competencies from 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies

<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>of how the municipality works.</p> <ul style="list-style-type: none"> Is aware of the municipality's goals and objectives. Is diplomatic and tactful 	<p>previous level</p> <ul style="list-style-type: none"> 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. Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns 	<p>from previous levels</p> <ul style="list-style-type: none"> Understands and internalizes the municipality's priorities and goals Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols 	<p>from previous levels</p> <ul style="list-style-type: none"> 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 Understands priorities, goals and issues of local government
<p>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.</p>	<ul style="list-style-type: none"> Operates within fairly structured parameters and guidelines when solving problems Knows when to refer problems to superior for resolution. Shows initiative in suggesting possible solutions to certain problems. 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> 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 Considers various alternatives and does not settle for the first solution 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> 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 Ability to balance detail orientation with 'big picture' thinking Deals effectively with unpredictability and can 'think on his/her feet'. Comfortable with a degree of ambiguity 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> 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 May have to make judgment calls and decisions that could have significant corporate impact

<p>5. 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.</p>	<ul style="list-style-type: none"> • 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 • Ensures work is accurate and complete 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 • Complies with budgetary requirements 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Ensures high quality output and initiates action to correct problems • Develops contingency plans for potential problems 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Manages multiple budgets working with a range of large to small service providers, artists or experts.
<p>6. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p>	<ul style="list-style-type: none"> • Ensures proper records of financial affairs and transactions 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Continuously looks for new opportunities to obtain and ensure optimal utilization of funding • Identifies and acts on irregular expenditure and other losses that may constitute a criminal offense 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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

<p>7. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to propose certain trends 	<p>measures/actions to ensure alignment of budget to financial resources</p> <ul style="list-style-type: none"> • Has in-depth knowledge of national policy and legislation impacting on municipal finance <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Ability to interrogate information, analyse and draw conclusions to identify trends • Ability to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly
<p>8. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> • Demonstrates basic computer literacy and is competent in a number of software packages relevant to the role • Understands the basic operating instructions for the relevant technology (both hardware and software) utilised in the department 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 • Embraces new technology and shows a willingness to learn 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Aware of best practice and tools required to achieve this • Keeps up to date with current developments and trends • Encourages continual update and development of new skills with regard to technology usage

				Demonstrates technical expertise in the use of technological equipment in the area
Public Service Orientation				
1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Ensures that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information
	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Relates to people at all levels of 	<ul style="list-style-type: none"> Identifies and analyses opportunities where innovative ideas can lead to improved service delivery; Ensures all follow-up activities are completed 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) 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Negotiates skilfully in tough
2. Interpersonal Relationships The ability to establish and	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Convinces others of ideas 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Convinces others of ideas 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Negotiates skilfully in tough 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Negotiates skilfully in tough

<p>maintain productive relationships with people within and outside of the Municipality.</p>		<p>the municipality</p> <ul style="list-style-type: none"> • Acknowledges contributions of others • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others 	<p>without suppressing their views</p> <ul style="list-style-type: none"> • Acknowledges merits in others arguments and incorporates proposals where warranted • Shows confidence in engagement with internal and external stakeholders 	<p>situations with both internal and external stakeholders</p> <ul style="list-style-type: none"> • Wins concessions without damaging relationships
<p>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.</p>	<ul style="list-style-type: none"> • Understands the range of clients to be served • Maintains clear communication with clients regarding mutual expectations • Takes personal responsibility for providing excellent service quality • Corrects problem promptly, without being defensive 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • 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.) 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • Demonstrates personal commitment to the client service vision through own actions and attitudes • Recognises individuals and areas that are demonstrating behaviours and outcomes consistent with the client service vision.
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> • Sets out work for others in a well-planned and clear manner • Provides a clear sense of purpose and focuses on successful completion of objectives 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> • 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

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff, management and stakeholders 	<p>where necessary. Puts in place effective controls and monitoring processes to keep informed of issues and results</p> <ul style="list-style-type: none"> • 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”; • Is forward thinking and produces innovative ideas 	<p>picture and its implications</p> <ul style="list-style-type: none"> • Maintains a clear focus on the long term goals and produces more than one way of getting there • Initiates and manages change in pursuit of strategic objectives
			<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • 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 • Uses an in depth understanding of the interactions within a 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Persuades political heads to adopt and implement results/outcomes of project • Appears confident (authoritative & credible) when addressing formal meetings and/or the media

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 	<p>group to move towards a specific agenda</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
<p>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.</p>	<ul style="list-style-type: none"> • Shows initiative and confidence in dealing with others • Able to manage in a multi-disciplinary team • Shares information and collaborates easily with others 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from other municipalities/departments 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Involves and empowers team in setting and achieving goals • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Uses complex strategies such as team assignments, cross training, etc. to promote team morale and productivity • Remains abreast with other initiatives in the Municipality and looks for ways to cooperate and integrate • Works effectively with people from other

			<ul style="list-style-type: none"> 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) Creates strong morale/team spirit 	municipalities/departments and manage in a competitive environment
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37. PROPERTY MANAGEMENT

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These a guide and therefore not limited to)	Property Management Officer	Operational Manager: Property Management	Assistant Manager: Property Management	General Manager Property Management
KNOWLEDGE	Under direct supervision of the Assistant Manager: Assets implement the Asset Management Plan operations <ul style="list-style-type: none"> Assist with the implementation of the Property Management Operations Implement Operational and Maintenance requirements in terms of the Municipality's Policies and property Portfolio Assist with the operations of the Management of identified Council owned Property Portfolio, 	Under direct supervision of the Assistant Manager: Assets oversee the Asset Management Operations. <ul style="list-style-type: none"> Implement the Property Management Operations and Action Plans Action Property Portfolio operational requirements in terms of the Municipality's Policies Operational Management of Property Portfolio, acquisitions and disposal planning systems and tools in support of Property Department mandate for identified 	Manage the Property Asset Function under the direct supervision of the General Manager and may be required to manage more junior staff <ul style="list-style-type: none"> Implement the Property Management Strategy and Action Plans Action detailed plans for Property 	Manages a specialised Property Management Function under the leadership and guidance of the Director/Property Portfolio Manager <ul style="list-style-type: none"> Align property management vision with the Municipal Growth Strategy and IDP Develop a short – medium term Property Acquisition Strategy Align Property Acquisition Strategy with the Municipality Strategy Ensure increased economic base of underdeveloped areas in the Municipality

	<ul style="list-style-type: none"> Assist with the implementation of operational solutions and services Assist with Operational Implementation of Property Department's Business Plan Assist with Operational maintenance of the Property Portfolio 	<p>assets</p> <ul style="list-style-type: none"> Implement operational solutions and services in line with the Property Department's Business Plan 	<p>Management, acquisition and disposal in terms of the Municipality's Policies</p> <ul style="list-style-type: none"> Manage the Council property portfolio and implement approved property management planning systems and tools in support of Property Department mandate Implement expert solutions and services that align with Property Department's business strategy, vision and mission. Manage the property portfolio aligned with Municipality's budget. Execute the property portfolio management, acquisition and disposal operational 	<ul style="list-style-type: none"> Upscale the entrance of new property owners in Municipal land/property disposals Utilisation of the Municipal Property Portfolio to support social development Utilisation of the Municipal property portfolio to support the Housing Master Plan. 	EXPERIENCE	Up to 1 year relevant experience	Between 1 and 3 years relevant	Between 3 and 5 years'	Between 5 and 10 years' experience in
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	experience	experience in Property Management junior/middle management	Property Management at middle/senior management
QUALIFICATION	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Certificate/Diploma/equivalent in Property Management or related	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Diploma/equivalent in Property Management or related Ideal: Bachelor's Degree will be an advantage	(Can be Formal Education or, RPL / NQF levels qualifications) Minimum: Degree/Diploma in Property Management or related Ideal: Postgraduate qualification will be an advantage
COMPETENCIES			
COMPETENCY LEVELS			
	1	3	4
Functional / Professional			
1. Influencing The ability to interact with others and influence them to adopt the best alternative from a range of options.	<ul style="list-style-type: none"> Interacts with various clients / stakeholders on a daily basis Answers basic questions politely and helpfully 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; Ascertains a range of options for client / stakeholder action Gives options and recommendation of preferred option to client / stakeholder Provides reasons for preferred option Follows through on final decision 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3 and; Identifies preferred solution with potential consequences Decides on best option within risk profile Creates understanding with client / stakeholder/groups as to best option Executes option and accepts consequences and accountability
2. Communication The ability to convey information	<ul style="list-style-type: none"> Demonstrates competencies from previous level 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>and ideas effectively, through a variety of media to individuals or groups that attracts and retains their attention and understanding of the message.</p>	<ul style="list-style-type: none"> • 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 • Shows an understanding of the issues at hand and how best to communicate the information 	<ul style="list-style-type: none"> • 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. • Adapts communication content and style according to the audience, including managing body language effectively; • Communicates effectively with people at all levels within the municipality • Is receptive to suggestions and ideas from others. • Demonstrates an in-depth understanding of the issues to be communicated 	<p>previous levels</p> <ul style="list-style-type: none"> • Delivers messages in a manner that gains support, commitment and agreement; • Conveys information through various media, using a number of techniques to maintain audience attention. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Ensures understanding by asking questions and can reframe or convey messages in different ways to enhance understanding • Shows an exceptional grasp of the power of language and is very articulate. • Demonstrates conceptual clarity when communicating (i.e. explains ideas, viewpoints very clearly) • Ensures all bases are 	<ul style="list-style-type: none"> • 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. • Ensures all communication is coordinated and integrated - not fragmented
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<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of how the municipality works. • Is aware of the municipality's goals and objectives. • Is diplomatic and tactful 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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. • Is aware of the stakeholders involved, understands community needs and is aware of environmental concerns 	<p>covered and that all information is correct and complete</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Understands and internalizes the municipality's priorities and goals • Shows an in-depth knowledge of municipal and sector legislation, together with all relevant protocols 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Demonstrates an understanding of the municipality 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 • Understands priorities, goals and issues of local government
<p>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.</p>	<ul style="list-style-type: none"> • Operates within fairly structured parameters and guidelines when solving problems • Knows when to refer problems to superior for resolution. • Shows initiative in suggesting possible solutions to certain problems. 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Ability to balance detail orientation with 'big 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • May have to make judgment calls and decisions that could have

<p>5. 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.</p>	<ul style="list-style-type: none"> • 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 • Ensures work is accurate and complete 	<p>understood.</p> <ul style="list-style-type: none"> • Thoroughly explores issues and uses initiative • Considers various alternatives and does not settle for the first solution • Demonstrates competencies from previous level • 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 • Complies with budgetary requirements 	<p>picture thinking</p> <ul style="list-style-type: none"> • Deals effectively with unpredictability and can 'think on his/her feet'. • Comfortable with a degree of ambiguity • Demonstrates competencies from previous levels • 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 • Ensures high quality output and initiates action to correct problems • Develops contingency plans for potential problems 	<p>significant corporate impact</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Manages multiple budgets working with a range of large to small service providers, artists or experts.
<p>6. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p>	<ul style="list-style-type: none"> • Ensures proper records of financial affairs and transactions 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Continuously looks for new opportunities to obtain and ensure optimal utilization of funding • Identifies and acts on irregular 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Will utilise the most cost-effective combination of media and communication channels and techniques 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Aligns expenditure to budgets and cash flow projections • Follows billing and payment practices as set out by the municipality. Where service

<p>7. Information Measuring and Monitoring Displays an ability to collect, review and analyse information, identify trends and report on them.</p>	<ul style="list-style-type: none"> • Captures data accurately, checking for accuracy • Able to conduct basic data analysis 	<p>expenditure and other losses that may constitute a criminal offense</p>	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Able to analyse complex data through the creation of spreadsheets and databases • Able to summarise conclusions to analysis in order to propose certain trends 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Presents and reports on information in a manner which is easily understood by audience using graphic aids and tools that present information succinctly 	<p>providers do not conform to standard accounting practices – some flexibility may need to be exercised – although checks must be applied in all instances</p>
			<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Ability to interrogate information, analyse and draw conclusions to 		<p>to convey municipal messages to residents and stakeholders</p> <ul style="list-style-type: none"> • 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 • Has in-depth knowledge of national policy and legislation impacting on municipal finance

			identify trends <ul style="list-style-type: none"> Ability to determine whether media coverage is positive, negative or balanced, together with a view on the value and impact of the coverage 	
8. Technology Usage Displays an ability to utilise technology in the workplace to optimise performance and deliver superior results				
Public Service Orientation				
1. Service Delivery Orientation The ability to focus staff on service delivery and the interests of the residents and their communities.	<ul style="list-style-type: none"> Demonstrates a commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Researches needs of clients; Consults clients and stakeholders on ways to improve the delivery of services; Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Understands community needs and supports delivery through timely 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 that all events hosted or initiated by municipality showcase service delivery (achievements / milestones) or communicate service delivery information 	
			<ul style="list-style-type: none"> Ensures all follow-up activities are completed Ensures that all communication with stakeholders is a two-way process and that technologies and systems designed to support service delivery and client needs 	

	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Relates to people at all levels of the municipality • Acknowledges contributions of others • Accurately captures others expectations, ideas and concerns • Encourages and considers inputs of others 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Convinces others of ideas without suppressing their views • Acknowledges merits in others arguments and incorporates proposals where warranted • Shows confidence in engagement with internal and external stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<p>are monitored and updated (e.g. website)</p>			
<p>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.</p>	<p>Management</p>			
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals • Good at establishing clear direction 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Sets out work for others in a well-planned and clear manner • Provides a clear sense of purpose and focuses on successful completion of objectives 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Initiates and manages change in pursuit of strategic objectives

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional • Is respected by peers and subordinates • Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Motivates subordinates to accomplish tasks and missions • Influences others effectively using a number of techniques • Has credibility with staff, management and stakeholders 	<p>goals into day-to-day activities. Guides and motivates others to take actions that support the stated goals and objectives.</p> <ul style="list-style-type: none"> • Inspires staff with own behaviour – “walks the talk”; • Is forward thinking and produces innovative ideas 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Persuades political heads to adopt and implement results/outcomes of project • Appears confident (authoritative & credible) when addressing formal meetings and/or the media
			<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • 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 • Uses an in depth understanding of the 	

CONTINUES ON PAGE 642 - PART 6



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 6 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • 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 	<p>interactions within a group to move towards a specific agenda</p> <ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
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38. QUANTITY SURVEYOR

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Trainee Quantity Surveyor Graduate Quantity Surveyor	Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor	Senior Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor	Principal Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor	Chief Quantity Surveyor/Land Surveyor/ Construction/ Building Surveyor
KNOWLEDGE	Performs junior surveying tasks under supervision/mentorship of a surveyor. May be part of a structured training program	Involvement in various professional surveying functions. Some degree of independence but primarily works under guidance and supervision. Could assist senior surveyors. Provides specialist advise to clients	Involvement in activities that is typically complex in nature. Applies an integrated body of knowledge. Works independently with a degree of guidance	Involvement in more complex professional surveying functions. Works independently. May supervise and mentor more junior surveyors	Participates in plans and leads complex projects. Works independently. Supervise and coordinate more junior surveyors
EXPERIENCE	Up to two years relevant experience	Between two and five years relevant experience	Between two and five years relevant experience	Between five and eight years relevant experience	Between five and ten years relevant experience
QUALIFICATION	B degree, First degree or National Diploma	BTech or First Degree	BTech or First Degree and professional registration is a preferred requirement	BTech or First Degree and professional registration is a preferred requirement	BTech or First Degree and professional registration is a preferred requirement
COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Functional / Professional					
1. Design The ability to design infrastructure in	<ul style="list-style-type: none"> • Designs basic infrastructure elements 	<ul style="list-style-type: none"> • Demonstrates competencies from 	<ul style="list-style-type: none"> • Demonstrates competencies from 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies from

<p>accordance to defined quantity surveying standards with due consideration for operational requirements, budgets, safety, cost effectiveness and environmental standards.</p>	<p>and processes under supervision</p> <ul style="list-style-type: none"> Supervises compilation of engineering drawings for basic infrastructure Compiles tender and contract documents for basic infrastructure, under supervision 	<p>previous level</p> <ul style="list-style-type: none"> Designs infrastructure and processes independently and with due consideration for operational efficiency, cost effectiveness, environmental impacts and sustainability Supervises compilation of engineering drawings Compiles tender and contract documents independently 	<p>previous levels</p> <ul style="list-style-type: none"> Checks designs and detailing of engineers and junior engineers Designs complex engineering structures and processes Liaises with client departments regarding design specifications Signs off designs and drawings Approves contact and tender documents Considers the appropriateness of engineering solutions in the context of the community needs. Uses appropriate technologies in meeting community needs. 	<p>from previous levels</p> <ul style="list-style-type: none"> Oversees and evaluate design of complex engineering projects Manages and assigns resources to designs projects Prioritises design in terms of budget availability 	<p>previous levels</p> <ul style="list-style-type: none"> Recognized nationally and internationally as a specialist in his field of design Presents and written technical papers on design standards and processes Researches alternatives/new technologies
<p>2. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the Municipality.</p>	<ul style="list-style-type: none"> Contributes to planning by compiling, collating information from research, surveys and studies Analyses information to support feasibility study Compiles feasibility studies for projects that 	<p>Demonstrates competencies from previous level</p> <ul style="list-style-type: none"> Develops models for the analysis of information Conceptualizes options Contributes to analysis of the socio-economic impacts of the project 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Develops scenarios on projects Undertakes detailed analysis of options Analyses costs and financial implications 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Interpret IDP and spatial planning initiatives into specific project 	<p>Demonstrates competencies from previous levels</p> <ul style="list-style-type: none"> Contributes to the options analysis

	<p>have a fairly localised impact</p>	<ul style="list-style-type: none"> Contributes to costing and financial analysis 	<ul style="list-style-type: none"> Understands the needs of the community and tailors engineering solution to meet the needs of the community Considers institutional arrangements and capacities in planning and proposing engineering solutions to meet community needs 	<ul style="list-style-type: none"> requirements Projects and forecasts short, medium and long term infrastructure needs for the municipality Evaluates alternative options 	
<p>3. 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.</p>	<ul style="list-style-type: none"> Manages 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 Complies with budgetary requirements 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Manages basic project to the agreed standards Manages resources to achieve the project objectives Prioritises activities to ensure that project is completed within schedule Able to complete project within budget 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages multiple projects to agreed standards Manages multidisciplinary projects Prioritises multiple resources to meet competing deadlines Manages multiple budgets 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages multiple Programmes Prioritises multiple resources to meet competing deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Manages the assigned tasks to the agreed standards (Prioritises activities effectively to ensure that tasks are completed within schedule Complies with budgetary requirements
<p>4. 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.</p>	<ul style="list-style-type: none"> Understands how the business unit functions Basic knowledge about the municipality Basic knowledge of the local government 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Understands and is able to communicate the municipality's priorities and goals 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Contributes to shaping the departmental specific goals and 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Contributes to shaping the 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>5. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<p>environment</p> <ul style="list-style-type: none"> • Knowledge of the municipality's priorities and goals • Operates within of the municipality's policies and procedures • Awareness of the issues impacting service delivery 	<ul style="list-style-type: none"> • 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 • Knowledge of the issues impacting service delivery 	<p>priorities</p> <ul style="list-style-type: none"> • Well-developed knowledge of relevant municipal legislation • Contributes toward addressing the departmental service delivery challenges 	<p>Directorate / Municipality's sector specific goals and priorities</p> <ul style="list-style-type: none"> • Contributes to shaping the Directorate / Municipality's policies and procedures • In-depth knowledge of relevant municipal legislation • In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services 	
	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Checks work of subordinates for errors and omissions before submission • Ensures all details of a task are accomplished • Checks against standards and regulations 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Maintains a project checklist covering all detail which might be overlooked • Ensure that all information is available in the preparation of 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Monitors projects and programmes • Checks against standards and regulations and signs off on 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

<p>6. Operations and Maintenance The ability to understand the intricacies of operating infrastructure involved in the provision of municipal services and the ability to apply that understanding in the operational environment.</p>	<ul style="list-style-type: none"> • Knowledge of technical specifications of elements within a system • Understanding of operating rules and procedures for the system 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Detailed knowledge of technical specifications of elements within the system • Detailed understanding of the operating rules and procedures • Can trouble shoot problems occurring within the system • Mitigates health, safety and environmental risks 	<p>documentation</p>	<ul style="list-style-type: none"> • Accurately reviews documents and edits documents created by others • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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
<p>7. Construction Knowledge of construction and maintenance processes, Monitors compliance to design specifications,</p>	<ul style="list-style-type: none"> • Knowledge of construction and maintenance processes • Monitors compliance to 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • In-depth knowledge of construction and 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Allocates resources 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Allocates resources

<p>health and safety regulations, communicates in appropriate style in the supervision of construction workers.</p>	<p>design specifications, health and safety regulations</p> <ul style="list-style-type: none"> Communicates in appropriate style in the supervision of construction workers 	<p>maintenance processes</p> <ul style="list-style-type: none"> 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 Mitigates health, safety and environmental risks 	<p>(Labour, material equipment) to achieve desired objectives</p> <ul style="list-style-type: none"> Uses discretion in situations of deviation from design assumptions Manages multidisciplinary team Identifies and implements corrective action Liaises with client departments and contractors Manages project budgets and schedules effectively 	<ul style="list-style-type: none"> Manages multiple maintenance and construction projects Manages Programme budgets and schedules Negotiates with Client departments and stakeholders 	<p>(Labour, material equipment) to achieve desired objectives</p> <ul style="list-style-type: none"> Ability to use discretion in situations of deviation from design assumptions Identifies and implements corrective action Liaises with client departments and contractors
Public Service Orientation					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> Demonstrates competencies from previous level 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 municipalities function 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Sensitive to how people and municipalities function

<p>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.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Organises and presents own perspective in logical manner • Adapts communication contents to the audience • Uses terminology appropriate to the audience • Structures written documents in a logical framework 	<ul style="list-style-type: none"> • Wins concessions without damaging relationships • Demonstrates competencies from previous levels • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • 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 • Uses language and style to capture the attention of the audience 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from previous level • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Engages effectively with general public • Understands and articulates community needs in sector plans • Manages community 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels • Speaks effectively on service delivery matters to the media 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels

Management					
			expectations within financial, technical and capacity constraints		
1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels
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.	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Fosters a strong sense of team belonging Contributes towards positive climate within team 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	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from previous level Sets out work for others in a well- 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Good at establishing clear direction 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels Able to translate Directorates goals into objectives for the unit and gains commitment 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

<p>commitment to the goals.</p>		<p>planned and organised manner</p>		<p>for these goals from his team</p> <ul style="list-style-type: none"> Provides a clear sense of purpose and focuses on successful completion of objectives Organises resources and inspires others towards focused performance 	
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Understands requirements for professional development of staff 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels 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 Recognises the need for and provides individuals with guidance on how to handle new or difficult situations 	<ul style="list-style-type: none"> Demonstrates competencies from previous levels

39. RECORDS MANAGEMENT

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	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	<p>Activities associated with recordkeeping and provide support by undertaking specific registry and/or messenger related activities in order to ensure instructions are complied with</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the local governmental environment • Knowledge of Information Management • Specialist knowledge of Records Management practices • 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. • Knowledge of relevant standards as well as the statutory and 	<p>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</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the local governmental environment • Knowledge of Information Management • Specialist knowledge of Records Management practices • 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. 	<p>Implement and maintain procedures and systems associated with controlling document and correspondence flow, storage, retrieval and disposal.</p> <p>Works independently within works/ maintenance program and with regular report-backs to the Manager.</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the local governmental environment • Knowledge of Information Management • Specialist knowledge of Records Management practices • Understanding of the most prevalent electronic systems presently being employed e.g. transaction processing 	<p>Sound knowledge of records management theory and practice, including standards and best practice</p> <p>Good knowledge of records management software applications and their use</p> <p>Has operational control and responsibility over all assets in the division.</p> <p>Responsible for general financial and administrative duties, including compilation of the budgets.</p> <p>Manages administrative and operational staff</p> <p>Works independently and reports to the relevant GM.</p>

	regulatory framework within which an office functions	<ul style="list-style-type: none"> Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions 	<p>systems, data management systems, electronic documents and records management systems etc.</p> <ul style="list-style-type: none"> Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions 	<p>Specific knowledge:</p> <ul style="list-style-type: none"> Knowledge of the local governmental environment Knowledge of Information Management Specialist knowledge of Records Management practices 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. Knowledge of relevant standards as well as the statutory and regulatory framework within which an office functions
EXPERIENCE	Between 0 and 1 year experience Experience in the fields of paper-based and electronic records management	Between 1 and 3 years relevant administrative experience Experience in the fields of paper-based and electronic records management	Between 3 and 5 years relevant experience. Experience in the fields of paper-based and electronic records management	Between 5 and 8 years' experience in middle management. Experience in the fields of paper-based and electronic records management
QUALIFICATION	Grade 11 Computer literacy	Grade 12 Computer literacy	Grade 12 Computer literacy Higher Certificate: Archives & Records Management	Appropriate Bachelor's Degree or Information/Records Management qualification Relevant training presented by the

		COMPETENCIES				National Archives and Records Service (NARS)
COMPETENCY LEVELS		1	2	3	4	
		Functional / Professional				
<p>1. Written Communication The ability to communicate complex information in understandable documents for specific audiences.</p>	<ul style="list-style-type: none"> Basic reading and writing abilities for sorting files, records and documents Transmitting facsimile copies to specific destinations and recording transmission details Able to follow basic instructions as contained in written communication Able to respond in writing to basic types of communication 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Insert acknowledgement of receipt on incoming mail, stamping and reflecting circulation details 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 Able to respond in writing to complex types of communication 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Reports as needed by Management Demonstrates written communication skills by using appropriate vocabulary and terminology Edits documentation and organizes complex information to facilitate understanding 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Ensures that recordkeeping is component of strategic and operational plans Develop rules for recordkeeping and resolves records management issues Demonstrates high level written communication skills 		
<p>2. Oral Communication The ability to articulate complex concepts in an understandable, convincing manner.</p>	<ul style="list-style-type: none"> Receiving of verbal instructions from immediate superior on work programmes and priorities related to specific departments Seek approval and execute sequences to facilitate the archiving and disposal of obsolete records Checks own work for errors and contacts immediate superior for guidance 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Provide guidance and give clear instructions with regard to daily functions within the office Report issues with regard to workflow to superior as and when necessary 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Give clear instructions to subordinates on work schedules with regard to daily workflow 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 		
<p>3. Attention to detail Ability to accurately and precisely apply classification schemes to</p>	<ul style="list-style-type: none"> Checks own work for errors and contacts immediate superior for guidance 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Completes recordkeeping tasks 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a checklist covering 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Completes reports and other 		

<p>ensure consistent methods of organizing and creating descriptive records with a view at making them accessible to users.</p>	<ul style="list-style-type: none"> Ensures that capturing of records are completed timeously Accurately and carefully follows established processes and procedures 	<ul style="list-style-type: none"> Follows through with issues and can be relied upon to meet deadlines 	<ul style="list-style-type: none"> Ensures high quality output and will initiate action to correct quality issues 	<ul style="list-style-type: none"> documentation accurately Establishes criteria and work procedures to achieve high level of quality and service Sets high standards of work performance for self and others
<p>4. Advice and Guidance Ability to effectively offer advice and guide others on key requirements / compliance matters and technical issues.</p>	<ul style="list-style-type: none"> Relevant at a small scale as relating to collection, receiving and capturing of records 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Provides guidance, shares knowledge and information with junior staff and peers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Advise users how to meet their recordkeeping requirements Advise on technical issues related to records management Guide users on effective recordkeeping practices 	<ul style="list-style-type: none"> Demonstrates competencies of levels 1 to 3. Liaise with senior management, peers, PAIA Officers, in order to develop relationships and communication channels Advise organization on record keeping responsibilities Represent the organization in the records management community
<p>5. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p>	<ul style="list-style-type: none"> 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 Aware of issues impacting service delivery 	<ul style="list-style-type: none"> 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 Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto 	<ul style="list-style-type: none"> 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 Understands local government 	<ul style="list-style-type: none"> 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 Is able to make meaningful contribution and comment on organizational and operational policies and processes
<p>6. Discipline Specific Skills</p>	<ul style="list-style-type: none"> Understands the principles and 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies 	<ul style="list-style-type: none"> Demonstrates competencies from

<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>theory underpinning the specific profession</p> <ul style="list-style-type: none"> Has the ability to identify task specific problems and analyze all factors that influence the solution The ability 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 The ability 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 	<p>from level 1.</p> <ul style="list-style-type: none"> Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. Ability to assess practicality of technical specifications for systems and process requirements Uses discretion in situations of deviation from operational assumptions Identifies and implements corrective action on routine tasks and within the authority delegated at this level 	<p>from levels 1 and 2.</p> <ul style="list-style-type: none"> Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. Ability to make judgement decisions on issues falling outside of the operating rules and procedures 	<p>level 1 to 3</p>
<p>7. Computer Literacy Displays a level of literacy in an ability to utilise technology in the workplace to optimise performance and deliver superior results.</p>	<ul style="list-style-type: none"> Displays basic knowledge of MS Outlook Job card systems 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Able to use PC to draw up operational work plans and processes Able to use PC to collate progress reports Procurement and ordering systems Able to enter and analyze data using a range of computer packages according to set procedures Able to identify new electronic tools improve work efficiencies 	<p>Demonstrates competencies from level 1 and 2</p> <ul style="list-style-type: none"> Demonstrates competencies from previous levels 	<p>Demonstrates competencies from previous levels</p>

<p>8. Information management The gathering and analysis of data and the management thereof utilising various techniques.</p>	<ul style="list-style-type: none"> Files to be distributed to different directorates/employees 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sorting of outgoing mail, incoming mail, circulating files, documents to be mailed. Insertion of appropriate control codes on all correspondence for traceability 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Monitor adherence to procedural requirements Coordinate sequences to facilitate the archiving and disposal of aged/obsolete records 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3
<p>9. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed and on time.</p>	<ul style="list-style-type: none"> Perform tasks on verbal and written instructions to acceptable standards 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Ensure that correspondence files and records are maintained, circulated and retrieved in accordance with laid down procedures 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Clearly communicate expectations to subordinates Provide guidance and instruction when delegating Make contingency plans Extracting, collating and analyzing information to monitor usage of printers and related office equipment Collate, consolidate and prepare schedules to reflect usage of specific services Ensure adequate support is made available and requests and instructions are adhered to 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3 Establish appropriate procedures to keep informed of issues and results Ensure high-priority work is accomplished within required timelines.
<p>Public Service Orientation</p>				
<p>1. Service delivery orientation The ability to focus on service delivery and the interests of the clients and stakeholders.</p>	<ul style="list-style-type: none"> Demonstrates a commitment to excellence. Keeps commitments and promises in undertaking tasks and meeting deadlines. Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Researches needs of clients. Consults clients and stakeholders on ways to improve the delivery of services. Acts professionally in 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

		<p>interaction with clients and stakeholders.</p>	<p>service standards.</p> <ul style="list-style-type: none"> Creates a climate of service delivery excellence for unit. 	<p>are monitored and updated.</p> <ul style="list-style-type: none"> Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. Consults and utilises international best practices on service delivery innovation.
<p>2. Interpersonal relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Is able to establish rapport and gets on with others. Communicates effectively. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Relates to people at all levels of the municipality. Acknowledges contributions of others. Shows confidence in engagement with internal and external stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Accurately captures others' expectations, ideas and concerns. Encourages and considers inputs of others. Convinces others of ideas without suppressing their views. 	<ul style="list-style-type: none"> 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). Demonstrates the patience to hear people out and accurately restate their opinions, even when not in agreement.
<p>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</p>	<ul style="list-style-type: none"> Understands the range of clients to be served. Takes personal responsibility for providing excellent service quality. Corrects problems promptly, without being defensive. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Demonstrates personal commitment to the client service vision through own actions and attitudes. Maintains clear communication with clients regarding mutual 	<ul style="list-style-type: none"> 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

456

exceeding client needs in a timely and appropriate manner.		their current and future requirements. • Takes specific and sustained action to implement the client service vision.	expectations.	and outcomes consistent with the client service vision. • Ensures response times are quick.
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Provides guidance to others and focuses on successful completion of objectives. • Motivates self and others to produce quality work within deadline. 	<ul style="list-style-type: none"> • 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. • Inspires staff with own behaviour – ‘walks the talk’. 	<ul style="list-style-type: none"> • 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. • Maintains a clear focus on the long-term goals and produces more than one way of getting there.
<p>2. Impact and influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident and professional. • Is respected by peers. 	<ul style="list-style-type: none"> • Motivates colleagues to accomplish tasks and missions. • Influences others effectively using a number of techniques. • Has credibility with staff, management and stakeholders. 	<ul style="list-style-type: none"> • 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. • Motivates service providers to 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others. Is able to function effectively as a team member. Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> Works effectively with people from other departments. Participates actively as a member of a team to move the team towards the attainment of goals. 	<p>accomplish tasks.</p> <ul style="list-style-type: none"> 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. Builds team spirit and cohesion within the unit. Creates strong morale/team spirit. 	<ul style="list-style-type: none"> Shows strength of character maintaining performance under duress and pressure. Uses an in-depth understanding of the interactions within a group to move towards a specific agenda.
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers. Understands own limitations. Articulates tasks and expectations and sets realistic standards. 	<ul style="list-style-type: none"> 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. Encourages 'on-the-job' training and the acquisition of new skills. 	<ul style="list-style-type: none"> Empowers others and distributes the workload appropriately. Encourages self-reliance and allows staff to make and learn from mistakes. Sets challenging tasks that stretches individuals' abilities and self-confidence. 	<ul style="list-style-type: none"> 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.
<p>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.</p>				

			<ul style="list-style-type: none"> Provides individuals with guidance on how to handle new or difficult situations.
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40. SAMPLING SERVICES

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Graduate Trainee: Sampler	Sampler: Water & Wastewater	Senior Sampler: Water & Wastewater	Principal Sampler: Water & Wastewater
KNOWLEDGE	<p>Assists in water & wastewater sampling tasks under supervision/mentorship of a senior Sampler.</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> <ul style="list-style-type: none"> Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations Awareness of the requirements of the laboratory that will conduct the analyses Collection of samples from various treated water (distribution networks, 	<ul style="list-style-type: none"> Performs well-defined activities. Applies a known body of knowledge. Works independently and seeks advice as and when required. Supervises and coordinates other members of the Sampling Team. Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations Awareness of the requirements of the laboratory that will conduct the analyses 	<ul style="list-style-type: none"> Manages well-defined water & Wastewater Sampling functions. Works independently within well-defined working relationship with other stakeholders and disciplines. Supervises and monitors other members of the Sampling Team. Has general understanding of biological sciences; chemistry; laboratory analysis, waste water treatment processes and regulations Awareness of the requirements of the laboratory that will conduct the analyses Evaluation of sampling points

459

	reservoirs, urban rivers, and public baths). <ul style="list-style-type: none"> Basic understanding of water sample preservation and transportation 	<ul style="list-style-type: none"> Collection of samples from various treated (distribution networks, reservoirs, urban rivers, and public baths) and untreated water (dams, boreholes, wetland, pond and vleis, coastal marine surf zones, and stormwater). Boat sampling (including vlei and dam samplings) Basic understanding and application of SASS (South African Scoring System, an accredited Aquatic invertebrate sampling technique) Demonstrates good awareness of recommended water sample preservation techniques 	<ul style="list-style-type: none"> Acquired vast knowledge and experience in sampling various treated and untreated water Collection of samples from groundwater and industrial effluent Boat sampling (including vlei and dam samplings) SASS (South African Scoring System, an Aquatic invertebrate sampling technique) Certification Demonstrates good awareness of recommended water sample preservation techniques, handling precautions, sampling plan and procedures Competent as an environmental sampler
EXPERIENCE	No experience required	Up to one year relevant experience	Between three and five years' experience in similar field; Skipper's licence and swimming competency
QUALIFICATION	Matric with Biology, Mathematics and Physical Science subjects; Computer Literacy and Code 8 Drivers licence	Matric with Biology, Mathematics and Physical Science subjects; Computer Literacy and Code 8 Drivers licence	Matric with Biology; Mathematics and Physical Science subjects; Computer Literacy and Code 8 Drivers licence; ability to read street and road maps Declared competent in all (currently used) job related sampling techniques

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
<p>1. Planning & Control The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p>	<ul style="list-style-type: none"> Participates in planning by compiling, collating from research, surveys and studies 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Knowledge of what, where, how and when samples are to be taken 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Coordinates planning activities with regard to Sampling Understands the needs of sampling to meet the needs of the community and legal requirements 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Evaluates alternative Sampling options Assists in the development of the sampling and environmental monitoring programme
<p>2. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against standards and regulations 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitors projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews documents and edits documents created by others
<p>3. Safety Awareness Ability to use common sense to reduce risks at working environment.</p>	<ul style="list-style-type: none"> Basic awareness of what constitutes a chemical or mechanical hazard 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Identification of Chemical hazards: Water pollution, Harmful chemicals, Toxic/flammable gases, wastes Identification of Mechanical hazards: Faulty Sampling Tools/ equipment, trapping, crushing, ejected parts 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Identification of Chemical hazards: Water pollution, Dumps, Harmful chemicals, Toxic/flammable gases, wastes Identification of Mechanical hazards: Faulty Sampling Tools/ equipment, trapping, crushing, ejected parts Awareness of Legal problems: Sites of Special Scientific Interest, 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Identification of Chemical hazards: Water pollution, Dumps, Harmful chemicals, Toxic/flammable gases, wastes. Identification of Mechanical hazards: Faulty Sampling Tools / equipment, trapping, crushing, ejected parts Identification of biological hazards: Recognizing abnormal systems (i.e. ill or dead Flora and fauna, Fungi,

<p>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.</p>	<ul style="list-style-type: none"> Basic knowledge of technical specifications of elements within a system Understanding of operating rules and procedures for sampling instruments 	<p>Faulty Sampling Tools/ equipment, trapping, crushing, ejected parts</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Knowledge of technical specifications of elements within the system An understanding of the operating rules and procedures for sampling instruments Participates in trouble shooting problems Identifies and escalates health, safety and environmental risks Participates in the development of routine and scheduled maintenance programmes 	<p>Conservation areas, etc.</p> <ul style="list-style-type: none"> 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 Contribute to sampling Schedules 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 	<p>Reptiles, and aquatic insects)</p> <ul style="list-style-type: none"> Awareness of Legal problems: Sites of Special Scientific Interest, Conservation areas, etc. Respond to potential and actual hazardous conditions as they arise 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 Participate in the development of monitoring programmes based on analysis of the sampling routes Ensures compliance to sampling procedures and specification Undertakes demand and conservation management 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
<p>5. Data Capture Ability to collect, capture and exchange data from various formats and sources.</p>	<ul style="list-style-type: none"> Basic application of sampling instruments May participate in a structured Sampling training programme Basic survey level 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Uses Chlorine Kit to measure Chlorine level for treated Water 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Uses Chlorine Kit to measure Chlorine level for treated Water Measure and record dissolved Oxygen using DO meter 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3plus Diagnoses and troubleshoots sampling equipment Uses Chlorine Kit to measure Chlorine level for treated Water

<p>6. Information Technology Ability to use information technology principles and techniques to build programmes within the GIS environment.</p>	<p>participation</p>	<ul style="list-style-type: none"> • Measure and record dissolved Oxygen using DO meter • Measure and record water Temperature and Turbidity using relevant instruments • Create and maintain photo record of sampling points • Record all collected samples 	<ul style="list-style-type: none"> • Measure and record water Temperature, pH, Conductivity and Turbidity using relevant instruments • Create and maintain photo record of sampling points • Record all collected samples • Measure and record pH and water depth for Boreholes using relevant instruments 	<ul style="list-style-type: none"> • Measure and record dissolved Oxygen using DO meter • Measure and record water Temperature, pH, Conductivity and Turbidity using relevant instruments • Create and maintain photo record of sampling points • Record all collected samples • Measure and record pH and water depth for Boreholes using relevant instruments • Monitor sampling equipment to ensure maintenance schedules are adhered to • Demonstrates thorough knowledge of normal sampling equipment operation • Identify causes of operating errors for sampling equipment, take actions or escalate the problem to more senior personnel • Performs related field and on site observations and testing as assigned
	<ul style="list-style-type: none"> • Basic computer literacy • Take part in a training programme on the use of relevant software packages 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Create and download 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. • Capture field data to handheld logger and download to LIMS after every run. • Train the Samplers to utilise the GPS equipment and training on database software • Interpretation of GIS Maps 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Create and download files on LIMS for sampling run to handheld loggers • Uses GPS from data loggers to create new sampling point and verifying each sampling point visit. • Capture field data to handheld logger and download to LIMS after every run. • Train the Samplers to utilise the GPS equipment and training on database software • Interpretation of GIS Maps 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Plan monthly schedule utilising LIMS system • Plan daily the route for sampling • Create and download files on LIMS for sampling run to handheld loggers • Uses GPS from data loggers to create new sampling point and verifying each sampling point visit • Capture field data to handheld logger and download to LIMS after every run • Interpretation of GIS Maps • Assess the sample run compliance and

<p>7. Quality Orientation Ability to ensure high quality output and to follow sampling processes and procedures.</p>	<ul style="list-style-type: none"> Awareness of the IOS 17025 process within which functions are being performed 	<ul style="list-style-type: none"> download to database after every run Basic understanding of GIS Maps Identification and location of sampling points using large-scale map such as a 1:10 000 map (orthophoto) Completed ISO 17025 training course or equivalent 	<ul style="list-style-type: none"> Repairs and maintenance of handheld equipment Identification and location of sampling points Find sampling points using GPS coordinates (<i>latitude and longitude</i>) Completed ISO 17025 training course 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) 	<ul style="list-style-type: none"> implement any corrective measures Advance repairs and maintenance of handheld equipment utilising LIMS alerts Uses Google earth to map and locate sampling points with GPS coordinates Completed ISO 17025 training course Ensure adherence to the procedures for various types of samples as stipulated in the ISO 17025 Quality Management System (QMS)
<p>Public Service Orientation</p>				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 Serve as a liaison officer between employer and the customers and public 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<ul style="list-style-type: none"> 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 Awareness of how people and Municipalities function Act, and where or when necessary, escalate issues arising during sampling to the higher authority or immediate supervisor Assist in responding to and resolving customer concerns and complaints regarding water quality and industrial effluent pollution

<p>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.</p>	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> 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 Structures written documents in a logical framework 	<ul style="list-style-type: none"> 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 Communicates effectively with people at all levels 	<ul style="list-style-type: none"> 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 Uses language and style to capture the attention of the audience
<p>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.</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public Understands and articulates community needs in sector plans Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media
Management				
<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives
<p>5. Team Orientation The capacity to promote a cooperative climate, understand</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Builds team spirit and cohesion across

<p>group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<ul style="list-style-type: none"> Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<p>belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<p>function boundaries in the respective departments</p> <ul style="list-style-type: none"> Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members
<p>6. 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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organized manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction 	<ul style="list-style-type: none"> 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 Organises resources and inspires others towards focused performance
<p>7. 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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> 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 Recognises the need for and provides individuals 	<ul style="list-style-type: none"> 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 individual's abilities and self-confidence Actively renews own personal and professional skills and applies them in a productive way in the work 	<ul style="list-style-type: none"> 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

		with guidance on how to handle new or difficult situations	environment <ul style="list-style-type: none"> Understands requirements for professional development of staff 	learning style <ul style="list-style-type: none"> Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
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41. SCIENTIST

LEVELS	1	2	3	4	5
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	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"	Chief Scientist Manager: Scientific Services "Departmental Director"
KNOWLEDGE	Participates in performing complex Scientific tasks under supervision/mentorship of Scientific practitioner. 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. 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. May supervise junior Scientific personnel.	Manages professional teams and complex Scientific functions. Works independently. May supervise and mentor junior Scientific personnel.	Leads and manages complex Scientific activities/ services and/or departments. Works independently. May mentor junior scientists.
EXPERIENCE	Basic Undergraduate laboratory training	Up to two years' relevant experience	Between two and five years of relevant experience post professional registration	Between five and eight years of relevant experience post professional registration	Between eight and twelve years of relevant experience post professional registration
QUALIFICATION	ND or BSc Science degree	ND or BSc Science degree Eligible to register as	4 year tertiary qualification in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental	4 year tertiary qualification in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental	4 year tertiary qualification in Analytical Chemistry, Chemical Engineering, Microbiology, Environmental

467

	Candidate Natural Scientist	or other related Science qualification Plus registration as Pr.Sci.Nat	or other related Science qualification Plus registration as Pr.Sci.Nat	or other related Science qualification Plus registration as Pr.Sci.Nat
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COMPETENCIES					
COMPETENCY LEVELS	1	2	3	4	5
Functional / Professional					
<p>1. Planning The ability to systematically identify, analyse and prioritise options to meet the short, medium and long term requirements of the municipality.</p>	<ul style="list-style-type: none"> 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) Contributes to the compilation of feasibility studies for complex Scientific problems and Research 	<ul style="list-style-type: none"> 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. Responsible for the maintenance schedule for instruments. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Determines the remaining economical life of equipment 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads planning departments and integrates planning across disciplines Interprets and scopes planning requirements for service delivery as guided by IDP Prepares concept proposals and seeks and provides advice on latest technology Provides Scientific inputs on the preparation and implementation of programmes, projects, capital and operations and maintenance budgets Prioritises the annual programme and budgets

468

<p>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 Scientific tasks, to the required specification and within budget and schedule.</p>	<ul style="list-style-type: none"> 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 Ensures compliance with budgetary requirements 	<ul style="list-style-type: none"> 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 Agreement Manages resources to achieve the project objectives Prioritises activities to ensure that project is 	<p>community</p> <ul style="list-style-type: none"> Considers institutional arrangements and capacities in planning and proposing Scientific solutions to meet community needs 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manages multidisciplinary projects and programmes Manages the project requirements of funders Ensures stakeholder communication Prioritises multiple resources to meet competing deadlines Finalizes project proposal and feasibility studies Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters Conceptualizes, and ensures that the maintenance requirements are determined based on asset management for 	<p>to align with strategies and goals</p> <ul style="list-style-type: none"> Structures multi-year Scientific projects
		<ul style="list-style-type: none"> 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 Manages multiple project schedules, resources and budgets 		<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Employs analytical 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. Terminates contracts in terms of relevant policies and code of conduct for Scientific profession where the Consultant is in default 	

<p>3. 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.</p>	<ul style="list-style-type: none"> 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 the municipality's policies and procedures Awareness of the issues impacting service delivery 	<p>completed within schedule</p> <ul style="list-style-type: none"> Completes project within budget. 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 local government within specific functional area Knowledge of the issues impacting service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Contributes to shaping the departmental specific goals and priorities Well-developed knowledge of relevant municipal legislation Contributes toward addressing the departmental service delivery challenges 	<p>all relevant projects</p> <ul style="list-style-type: none"> Demonstrates competencies from level 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 In-depth knowledge of the Directorate / Municipality's challenges in delivering municipal services 	<ul style="list-style-type: none"> Demonstrates competencies from level 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 develop strategies to ensure compliance Has an understanding of governance and audit
<p>4. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant engineering standards.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions before submission 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors and omissions before submission Ensures all details of a task are accomplished Checks against 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Monitor Scientific projects and programmes Checks against standards and regulations and signs off on documents Accurately reviews 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 Global awareness of Scientific Research Ensure that findings are correctly interpreted and implemented

470

<p>5. Data Processing & Analysis Ability to process data and propose business improvements in the way in which it is processed.</p>	<ul style="list-style-type: none"> Assist during environmental monitoring programme in order to meet legal requirements. Collect and format scientific data, using statistical software for water/air quality research projects in order to report on progress, effectiveness, impact, feasibility, viability and savings Assist during to Scientific Research supporting Blue and Green Drop assessment processes 	<p>standards and regulations</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. Participate in environmental monitoring programme in order to meet legal requirements. Analyse scientific data, using statistical software for water/air quality research projects in order to report on progress, effectiveness, impact, feasibility, viability and savings Contribute to Scientific Research and Development, Blue and Green Drop assessment processes 	<p>documentation</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Carry out inspections of water treatment plants and suggest operational changes when required Supervise the process of analysing water for the purpose of monitoring performance of water treatment plants, distribution network and filtration plants Conduct scientific investigations regarding environmental pollution in the Water Works Supervise sample analysis and preparation of reagents and chemicals of the laboratory in compliance with ISO 17025 and good laboratory practice (GLP) Perform specialised sample analysis on 	<p>documents and edits documents created by others</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage Scientific Research projects to inform business improvements. Support the Green and Blue Drop Requirements by ensuring data provision Knowledge and information management Scrutinize scientific research findings to better service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4. Leads Scientific department and integrates scientific Services across disciplines Implement Scientific research finding for improved service delivery as guided by IDP
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471

<p>6. Use of Technology The ability to utilise technology in the workplace to optimise functioning of Scientific Services.</p>	<ul style="list-style-type: none"> Assist with the operation of instruments used for environmental monitoring and Lab analysis 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Operate instruments used for environmental monitoring and Lab analysis 	<ul style="list-style-type: none"> Ensure the implementation of the quality system (ISO 17025) Attend to complaints of unsatisfactory water and enquires concerning potable water Supervise and mentor junior Scientists. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage and maintain monitoring instruments required for mandated service delivery 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 Global awareness of Technology application for Scientific Services Ensure that relevant technology is applied to improved service delivery and to meet all legal requirements
<p>7. 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.</p>	<ul style="list-style-type: none"> Demonstrates basic understanding of natural science Participate on Scientific Research activities including site visits and data collection 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform scientific activities such as investigation of environmental pollution etc. Undertake Scientific Research 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Initiate and Conduct research to stay abreast of recent practices water treatment 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Made judgment and ensure successful implementation of Scientific research findings 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 4 Global awareness of Natural Sciences Ensure availability of relevant discipline specific skills.

Public Service Orientation					
<p>4. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Wins concessions without damaging relationships 	<ul style="list-style-type: none"> • 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 • Awareness of to how people and Municipality function 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Sensitive to how people and Municipality function
<p>5. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> • 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 • Structures written documents in a logical framework 	<ul style="list-style-type: none"> • 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 • Communicates 	<ul style="list-style-type: none"> • 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 • Uses language and style 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4

<p>6. 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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<p>effectively with people at all levels</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints 	<p>to capture the attention of the audience</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media • Has an appreciation and understanding of the service delivery imperative and its demands on public servants 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Has an understanding of the service delivery imperative and its demands on public servants
Management					
<p>7. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others • Effectively influences senior management 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Uses influence to achieve objectives 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4
<p>8. 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.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities • Shows consideration towards others 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging • Contributes towards positive climate within team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Builds team spirit and cohesion across function boundaries in the respective departments • Encourages team 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4. • Fosters a strong sense of team belonging • Contributes towards positive climate within team

		<ul style="list-style-type: none"> • Shares information and collaborates easily with others 	<ul style="list-style-type: none"> • Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> • approach to problem solving • Recognizes and respects the value of diverse views • Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> • Involves and empowers team in setting and achieving goals
<p>9. 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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organized manner 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction 	<ul style="list-style-type: none"> • 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 • Organizes resources and inspires others towards focused performance 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4
<p>10. 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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 4

475

		<p>abilities and self-confidence</p> <ul style="list-style-type: none"> • Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations 	<ul style="list-style-type: none"> • 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 • Understands requirements for professional development of staff 	<p>Municipality</p> <ul style="list-style-type: none"> • 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 • Recognizes the need for and provides individuals with guidance on how to handle new or difficult situations 	
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42. SOCIAL DEVELOPMENT - DISTRICTS

LEVELS	1	2	3	4
<p>TYPICAL DESIGNATIONS</p> <p>(These are a guideline and therefore not limited.)</p>	<p>Assistant Professional: Social Development Facilitation</p>	<p>Professional: Social Development Facilitation</p>	<p>Senior Professional: Social Development Facilitation</p>	
<p>KNOWLEDGE</p>	<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</p> <p>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</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 legislation and policies; • Sound knowledge of Monitoring and Evaluation methodologies; • The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and</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 legislation and policies; • Sound knowledge of Monitoring and Evaluation methodologies; • The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures</p>	

	procurement procedures	relating to accountability and procurement procedures	
EXPERIENCE	Between 3 and 5 years relevant experience	Between 5 and 8 years relevant experience	
QUALIFICATION	BComm Computer Literacy	NQF 6 C: Social Auxiliary Work Computer Literacy	
COMPETENCIES			
COMPETENCY LEVELS	1	2	3
	1	2	4
Functional / Professional			
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve the municipality's goals.	<ul style="list-style-type: none"> Appears supportive of initiatives and co-operates willingly in execution of tasks and duties 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Displays personal interest in the well-being of colleagues; Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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. Able to constructively engage with line manager, and putting forth own team's view/concerns/proposals
2. Conceptual Thinking The ability to gather information,	<ul style="list-style-type: none"> Identifies simple problems within a set process 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2.

<p>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>	<ul style="list-style-type: none"> • Applies guidelines and processes to solve simple problems • Refers problems to supervisor that do not fit guidelines 	<ul style="list-style-type: none"> • Shows initiative in suggesting possible solutions to certain problems. • Knows when to refer problems to supervisor for resolution • Follows up with referral process 	<ul style="list-style-type: none"> • 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 • Considers various alternatives and does not settle for the first solution 	
<p>3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> • Has basic knowledge about the municipality and Social Development facilitation processes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands how the service functions and relationships with other pertinent areas within the municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has knowledge of municipal/provincial legislation relating to community facilitation Services • Execute the municipality's priorities and goals • Contributes toward addressing the municipality's service delivery challenges 	
<p>4. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p>	<ul style="list-style-type: none"> • Checks work for errors and omissions • Ensures all tasks are completed timeously • Accurately and carefully follows established processes and procedures 	<ul style="list-style-type: none"> • 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 • Follows through with issues and can be relied upon to meet deadlines 	<ul style="list-style-type: none"> • 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 • Ensures a high quality output and will initiate action to correct quality / issues 	
<p>5. Professional / Technical</p>	<ul style="list-style-type: none"> • Initiate and implement the 	<ul style="list-style-type: none"> • Facilitate and enable social 	<ul style="list-style-type: none"> • Manage the facilitation of 	

<p>Proficiency Understands and applies a practical and/or theoretical body of knowledge within the Social development Service discipline, in order to give effect to the mandate of the function in local government.</p>	<p>Directorate / Department crosscutting projects and programmes aimed at improving service delivery, utilizing project management principles in support of the management by project methodology</p> <ul style="list-style-type: none"> o 	<p>and community development through the provision of developmental and community services,</p> <ul style="list-style-type: none"> o Interventions and programmes aimed at empowering communities, creating positive social change, building social cohesion, o Changing individual and community behavioural patterns, facilitating human development and strengthening communities. 	<p>Social Development processes of both, projects within defined sectors in a district and respond to incidental Social Development needs within communities on a district basis</p>	
<p>6. 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.</p>	<ul style="list-style-type: none"> • 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. • Keeps track of many small details without forgetting any 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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 • 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 	

<p>7. 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.</p>	<ul style="list-style-type: none"> • 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 • Measures progress and monitors performance and results 	<ul style="list-style-type: none"> • 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 • Assists others to plan and organise their work 	<p>others of quality issues as appropriate.</p> <ul style="list-style-type: none"> • Gathers information on the probability of success and the consequences of failure 	<p>others of quality issues as appropriate.</p> <ul style="list-style-type: none"> • Gathers information on the probability of success and the consequences of failure • Identifies risks and takes appropriate action to mitigate the risks and communicates on risk matters and possible solutions
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and</p>	<ul style="list-style-type: none"> • Relates well to others • Initiates contact with other 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.

<p>maintain productive relationships with people within and outside of the municipality.</p>	<p>people</p> <ul style="list-style-type: none"> • Displays consideration towards others • Listens effectively and responds appropriately 	<ul style="list-style-type: none"> • 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 • Is able to assert his/her opinions 	<ul style="list-style-type: none"> • 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 • Ability to be both direct and forthright as well as diplomatic and tactful 	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Listens well and is receptive and encourages participation 	<ul style="list-style-type: none"> • 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. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipality needs when communicating differing viewpoints on complex issues; • Expresses ideas to individuals and groups both in formal and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Communicates with the media without compromising the integrity of the municipality • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3

	and mutual understanding.	informal settings in an interesting and motivating way		
<p>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.</p>	<ul style="list-style-type: none"> • Displays commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with general public and stakeholders • Is aware of community needs and expectations and understands the processes for integrating these into the Municipality's GIS plans 	<ul style="list-style-type: none"> • 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. Is aware of the civic municipalities and is able to engage them in service delivery processes. 	<ul style="list-style-type: none"> • 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 • Speaks effectively on service delivery matters to the media 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.
<p>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.</p>	<ul style="list-style-type: none"> • Displays a customer focus • Is reliable and delivers on time • Establishes rapport with customers • Responds to client needs timeously 	<ul style="list-style-type: none"> • 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; • Supports others to take 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 with the client service vision.

		personal responsibility to deliver excellent customer service;	<ul style="list-style-type: none"> Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.); 	
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> 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 Uses an in depth understanding of the interactions within a group to move towards a specific agenda 	<ul style="list-style-type: none"> 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 Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure. Demonstrates calm around adversity 	<ul style="list-style-type: none"> 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 forces affecting the organization. Able to make unpopular decisions if it is in the best interests of the municipality
<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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

<p>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.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • cooperates and integrates Works effectively with people from other municipalities/ departments and manage in a competitive environment • 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 • Encourages self-reliance and allows staff to make and learn from mistakes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • 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 municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Understands municipal 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
<p>4. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipal mandate.</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; • Defines roles and responsibilities for project team members and clearly communicates expectations 	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; • Monitors policy implementation

		<ul style="list-style-type: none"> Seeks mutual benefit/win-win outcomes for all concerned; Inspires staff with own behaviour – “walks the talk”; Complies with statutory requirements and apply policies consistently 	<ul style="list-style-type: none"> long term effects of the desired outcomes of project; Initiates and manages change in pursuit of strategic objectives Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals; 	and puts in place procedures to manage risks.
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43. SOCIAL DEVELOPMENT - SPECIAL PROJECTS

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	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	Senior Professional: Street people Senior Professional: Substance abuse Senior Professional: Vulnerable groups Senior Professional: Youth
KNOWLEDGE	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	Relevant specialist knowledge and experience in the areas of:	Relevant specialist knowledge and experience in the areas of:	Relevant specialist knowledge and experience in the areas of:
		<ul style="list-style-type: none"> Customer Relations Communication Service Integration and Coordination; Project Management 	<ul style="list-style-type: none"> Customer Relations Communication Service Integration and Coordination; Project Management 	<ul style="list-style-type: none"> Customer Relations Communication Service Integration and Coordination; Project Management

486

	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	<p>Methodology</p> <ul style="list-style-type: none"> All relevant legislation and policies; Sound knowledge of Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures</p>	<p>Methodology</p> <ul style="list-style-type: none"> All relevant legislation and policies; Sound knowledge of Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures</p>	<p>Methodology</p> <ul style="list-style-type: none"> All relevant legislation and policies; Sound knowledge of Monitoring and Evaluation methodologies; The Social Development and Early Childhood Development environment which impacts on communities; <p>Knowledge of legislation such as MFMA applicable to local government as well as Council policies, processes and procedures relating to accountability and procurement procedures</p>
EXPERIENCE	Between 1 and 3 years relevant experience	Between 3 and 5 years relevant experience	Between 5 and 8 years relevant experience	More than 8 years relevant experience
QUALIFICATION	Relevant 3 year B-Degree or National Diploma Computer Literacy	Relevant 3 year B-Degree or National Diploma Computer Literacy	Relevant 3 year B-Degree with C; Social Auxiliary Work as an advantage Computer Literacy	Relevant 3 year B-Degree or National Diploma Computer Literacy
COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
1. People Management Manages and encourages people,	<ul style="list-style-type: none"> Appears supportive of initiatives and co-operates willingly in 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3.

<p>optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p>	<p>execution of tasks and duties</p>	<ul style="list-style-type: none"> • Displays personal interest in the well-being of colleagues; • Ability to use a wide range of interpersonal styles and communication methods to gain agreement or acceptance of proposals 	<ul style="list-style-type: none"> • 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. • Able to constructively engage with line manager, and putting forth own team's view/concerns/proposals 	<ul style="list-style-type: none"> • Assigns clearly defined tasks to sub ordinates • 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; • Tactfully confronts others when necessary and able to make unpopular decisions when necessary.
<p>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.</p>	<ul style="list-style-type: none"> • Identifies simple problems within a set process • Applies guidelines and processes to solve simple problems • Refers problems to supervisor that do not fit guidelines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative in suggesting possible solutions to certain problems. • Knows when to refer problems to supervisor for resolution • Follows up with referral process 	<ul style="list-style-type: none"> • 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 probing questions in order to understand user needs • Thoroughly explores issues and uses initiative • Considers various alternatives and does not settle for the first solution 	<ul style="list-style-type: none"> • 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 • Ability to balance detail orientation with 'big picture' thinking • Involves the appropriate people to resolve complex, inter-departmental problems

<p>3. Organisational Awareness Understands the key drivers in the sector and the municipality and to apply this understanding to meet the service delivery challenges.</p>	<ul style="list-style-type: none"> Has basic knowledge about the municipality and Social development projects and programmes 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands how the social development functions and relationships with other pertinent areas within the municipality 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Has knowledge of municipal/provincial legislation relating to Social Development Services Is aware of municipality's priorities and goals Contributes toward addressing the municipality's service delivery challenges 	<ul style="list-style-type: none"> 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 Demonstrates an awareness of the issues impacting service delivery
<p>4. Attention to Detail Ability to work accurately and precisely and to scrutinise own work and that of others to ensure accuracy and compliance.</p>	<ul style="list-style-type: none"> Checks work for errors and omissions Ensures all tasks are completed timeously Accurately and carefully follows established processes and procedures 	<ul style="list-style-type: none"> 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 Follows through with issues and can be relied upon to meet deadlines 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Maintains a checklist covering all detail which might be overlooked Notifies errors or problems prior to tasks being completed Ensures a high quality output and will initiate action to correct quality issues 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Completes reports and other documentation accurately and proofs own work to identify errors or omissions Establishes criteria and work procedures to achieve a high level of quality and service Sets high standards of work performance for self and others Accepts responsibility for outcomes and refocuses/reworks tasks when appropriate
<p>5. 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.</p>	<ul style="list-style-type: none"> Supervise, coordinate and to 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Supervise, coordinate and to 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 	<ul style="list-style-type: none"> Develop, manage and coordinate the implementation of Municipality programmes in terms of support; identify and manage stakeholder relationships, especially with Provincial Government and external service providers; plan and design of programmes within

<p>6. 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.</p>	<ul style="list-style-type: none"> • 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. • Keeps track of many small details without forgetting any 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • 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 • 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. • Gathers information on the probability of success and the consequences of failure 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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 • 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. • Gathers information on the probability of success and the consequences of failure • Identifies risks and takes appropriate action to mitigate the risks and communicates 	<p>this portfolio involves utilising project management and monitoring and evaluation (M&E) methodologies geared towards the Municipality's Social Development Strategy.</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3
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<p>7. 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.</p>	<ul style="list-style-type: none"> • 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 • Measures progress and monitors performance and results 	<ul style="list-style-type: none"> • 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 • Assists others to plan and organise their work 	<p>on risk matters and possible solutions</p> <ul style="list-style-type: none"> • 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 partnership agreements that ensures win – win outcomes for all parties • Projects and forecasts short, medium and long term needs for the municipality 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3
<p>Public Service Orientation</p>				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Relates well to others • Initiates contact with other people • Displays consideration towards others • Listens effectively and responds appropriately 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>engagement with internal and external stakeholders</p> <ul style="list-style-type: none"> • Is able to assert his/her opinions 	<p>arguments and incorporates proposals where merited</p> <ul style="list-style-type: none"> • Negotiates skilfully in tough situations with both internal and external stakeholders • Wins concessions without damaging relationships • Ability to be both direct and forthright as well as diplomatic and tactful 	
<p>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.</p>	<ul style="list-style-type: none"> • 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 • Listens well and is receptive and encourages participation and mutual understanding. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Communicates with the media without compromising the integrity of the municipality • Ability to read situations and interest positions and to respond appropriately • Uses language and style to capture the attention of the audience 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3
<p>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</p>	<ul style="list-style-type: none"> • Displays commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines • Professional in interaction with 	<ul style="list-style-type: none"> • 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. • Communicates controversial, sensitive messages to stakeholders tactfully; • Balances political views with municipal needs when communicating differing viewpoints on complex issues; • Expresses ideas to individuals and groups both in formal and informal settings in an interesting and motivating way 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and articulates community needs in sector plans. Is able to quantify community needs and
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Is committed to engaging communities in all aspects relating to service delivery. Understands the need for 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and articulates community needs in sector plans. Is able to quantify community needs and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3.

492

<p>municipal goals.</p>	<p>general public and stakeholders</p> <ul style="list-style-type: none"> Is aware of community needs and expectations and understands the processes for integrating these into the municipality's plans 	<p>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> <ul style="list-style-type: none"> Establishes a collaborative relationship with the community. Is aware of the civic municipalities and is able to engage them in service delivery processes. 	<p>evaluate their implications for the municipality</p> <ul style="list-style-type: none"> Manages community expectations within financial, technical and capacity constraints Speaks effectively on service delivery matters to the media 	
<p>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.</p>	<ul style="list-style-type: none"> Displays a customer focus Is reliable and delivers on time Establishes rapport with customers Responds to client needs timeously 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> 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; Supports others to take personal responsibility to deliver excellent customer service; 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> 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; Sets the climate and creates a culture to attain client focused outcomes, (i.e. performance management, resource allocation etc.) 	<ul style="list-style-type: none"> 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 with the client service vision.
Management				
<p>1. Impact and Influence The ability to inspire a positive</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3.

<p>attitude in others and be able to influence others effectively.</p>	<p>professional</p> <ul style="list-style-type: none"> Is respected by peers and subordinates Convinces executive of viewpoints or proposals with assistance of others in authority 	<ul style="list-style-type: none"> Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff, management and stakeholders Uses an in depth understanding of the interactions within a group to move towards a specific agenda 	<ul style="list-style-type: none"> 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 Is called upon to mediate conflicts and disagreements Shows strength of character maintaining performance under duress and pressure. Demonstrates calmness around adversity 	<ul style="list-style-type: none"> 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 municipality
<p>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.</p>	<ul style="list-style-type: none"> Shows initiative and confidence in dealing with others Able to manage in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> 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 Works effectively with people from other municipalities/ departments and manage in a competitive environment 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Encourages team approach to problem solving Recognises and respects the value of diverse views Draws on diverse backgrounds, skills and knowledge of team members 	<ul style="list-style-type: none"> Demonstrates competencies from levels 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
<p>3. Coaching and Mentoring The ability to assess skills,</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2, . 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3.

494

<p>performance, and potential of subordinates and to encourage their development with the view of optimising their talent and potential.</p>	<p>subordinates</p> <ul style="list-style-type: none"> • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> • 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 • Encourages self-reliance and allows staff to make and learn from mistakes 	<ul style="list-style-type: none"> • 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 municipality 	<ul style="list-style-type: none"> • Understands municipal 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
<p>4. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and / or unit and inspires others to deliver on the municipality mandate.</p>	<ul style="list-style-type: none"> • Achieves strategic objectives against specified performance measures; • Defines roles and responsibilities for project team members and clearly communicates expectations 	<ul style="list-style-type: none"> • 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”; • Complies with statutory 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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; • Monitors policy implementation and puts in place procedures to manage risks.

495

		requirements and apply policies consistently	<ul style="list-style-type: none"> Monitors the management of multiple projects and balances priorities and conflicts between projects based on broader municipal goals; 	
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44. SUPERVISOR/ FOREMAN

LEVELS	1	2	3	4
TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)	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	Oversees a small group of workers performing basic / elementary functions. Performs the same work, but leads the team. Works independently under general instruction. 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. Works independently within works/maintenance program and with regular report-backs to a Superintendent/ Manager.	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. Works independently within works/maintenance program and with regular report-backs to the Manager.	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 Superintendent or Foreman/ Senior and Artisans. Responsible for general administrative duties, including the budget. Works independently within works/ maintenance program

496

					and with less regular report-backs to the Manager.
EXPERIENCE	Between 1 and 2 years' relevant experience required	Between 3 and 5 years' relevant experience required.	Between 3 and 5 years' relevant experience required.	Between 3 and 5 years' relevant experience required.	Minimum 5 years' experience in a supervisory technical position required.
QUALIFICATION	Grade 9 or equivalent technical qualification	Grade 10 or equivalent technical qualification Relevant driver's license	Grade 10 or equivalent technical qualification	Grade 12 or equivalent technical qualification	Trade Tested Artisan or Technical/Professional qualification.
COMPETENCIES					
COMPETENCY LEVELS					
	1	2	3	4	
	Functional / Professional				
1. People Management Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.	<ul style="list-style-type: none"> • Assigns clearly defined tasks to subordinates • Able to manage own time as well as time of subordinates • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient • Leads by example • Seeks opportunities to increase personal contribution and level of responsibility • Knowledge of labour and employment legislation and regulations (Basic Conditions of Employment, etc.) • Treats all people with respect • Displays personal interest in the well-being of colleagues • Creates strong team spirit 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Gives direction to team in meeting the project objectives • Gets people to go along with him/her • Shows strong leadership traits • Delegates and empowers others to increase contribution and level of responsibility and accountability • Applies labour and employment legislation and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Facilitates team goal setting and problem solving • Recognises individuals and teams and provides developmental feedback in accordance with performance management principles • Manages conflict through a participatory transparent approach. • Provides insight, assistance to managers and subordinates in promoting a culturally and racially integrated workplace • Understands issues impacting retention and is able to take remedial action within his delegated powers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3 	

<p>2. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<p>amongst subordinates</p> <ul style="list-style-type: none"> • 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 • Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion • Check quality of work against pre-determined specifications • Ensures that established procedures for completing work tasks are followed • Initiates action to correct quality problems or notifies others of quality issues as appropriate 	<ul style="list-style-type: none"> • 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 • Monitors and controls activities by maintaining a log of work, production, or maintenance 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Consistently identifies appropriate resources for a variety of assignments • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 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 • 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) • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required
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	actions, constraints, or deadlines
<p>3. Work Place Safety The ability to assess the needs of employees and linking that to the municipality's policies on health, safety and wellness.</p>	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2.
<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Recommend and/or improve safety or security procedures • Review safety training materials • Identifies safety issues and problems—Detects hazardous working conditions • Is alert to unsafe work conditions • Reports and/or correct s 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 • Monitors the corrective action— • Monitors safety or security issues after taking corrective action and ensures continued compliance 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates logical, consequential thinking • Demonstrates the ability to break down complex problems related to delegated tasks into
<ul style="list-style-type: none"> • Display knowledge of all related safety or security regulations • Is aware of coworkers' safety in the workplace • Understand 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 • Is aware of the hazards of working with dangerous materials 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates logical, consequential thinking • Demonstrates the ability to break down complex problems related to delegated tasks into
<p>4. 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</p>	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Puts preventative measures in place to ensure that problems do not recur in the future

<p>able to see the 'Bigger Picture'.</p>	<p>rationale for proposed solutions</p> <ul style="list-style-type: none"> Determines root causes of problems and evaluates whether solutions address root causes Involves the appropriate people, to resolve complex task related problems 	<p>manageable parts and identify solutions</p>	<p>options and contingency plans for localized problems</p>	<ul style="list-style-type: none"> Probes deeply and considers consequences and risks attached to actions and the impact of solutions
<p>5. 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.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule. Focuses on the short to medium tasks on a project basis Identifies resource requirements for undertaking specific tasks. 	<ul style="list-style-type: none"> 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 Develops contingency plans for potential problems 	<ul style="list-style-type: none"> 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; and coordinating with internal and external partners Draws up maintenance and preventative maintenance programmes 	<ul style="list-style-type: none"> 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 Projects and forecasts short, medium and long term needs for the operations falling under his/her control
<p>6. Budgeting Maximises the municipalities'</p>	<ul style="list-style-type: none"> Demonstrates knowledge of general concepts of budgeting 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1

<p>business sense and displays a sound business understanding in applying the most effective management practices to achieve municipal financing goals and objectives.</p>	<p>and forecasting and how they interrelate</p> <ul style="list-style-type: none"> • Able to make provision for operational requirements in budgets • Understands operational requirements and is able to feed this into the budgeting process. 	<ul style="list-style-type: none"> • Ensures proper records of financial affairs and transactions • Understands and weighs up financial implications of propositions • Able to prioritise expenditure to maximise operational efficiencies • Looks for new opportunities to obtain and save funds; 	<ul style="list-style-type: none"> • Prepares own budget in line with the strategic objectives of the municipality • Aligns expenditure to budgets and cash flow projections • 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 • Ensures effective utilisation of financial resources • Takes utmost care to protect municipal assets 	<p>to 3</p>
<p>7. Organisational Awareness Drives equitable service delivery taking into account how political and service issues, program, policies and decisions impact public interest / concerns.</p>	<ul style="list-style-type: none"> • 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 • Aware of issues impacting service delivery 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands the municipal 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 municipality. • Understands the department's 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Understands and internalises municipality's goals and priorities • Has in-depth knowledge of municipality's policies and procedures • Understands local government contribution and comment on municipal and operational policies and processes 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3

501

		<p>service delivery mandate and how his/her unit supports the department in fulfilling that mandate</p> <ul style="list-style-type: none"> • Is aware of the municipality's goals and priorities • Knowledge of operational and administrative policies and procedures associated with the operation of the unit and ensures compliance thereto • Understands the broader political imperatives associated with municipal service delivery 		
<p>8. Computer Literacy</p>	<ul style="list-style-type: none"> • Displays basic knowledge of MS Outlook • Job card systems 	<ul style="list-style-type: none"> • 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 • Procurement and ordering systems • Able to enter and analyze data using a range of computer packages according to set procedures • Able to identify new electronic tools improve work efficiencies 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 	<ul style="list-style-type: none"> • Demonstrates competencies from previous levels
<p>9. 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</p>	<ul style="list-style-type: none"> • Understands the principles and theory underpinning the specific profession • Has the ability to identify task specific problems and analyze all factors that influence the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. • Anticipates events, situations and incidents that may impact on the operation of the installation, plant, workshop, etc. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3

<p>of expertise.</p>	<p>solution</p> <ul style="list-style-type: none"> The ability 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 The ability 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 	<ul style="list-style-type: none"> Ability to assess practicality of technical specifications for systems and process requirements Uses discretion in situations of deviation from operational assumptions Identifies and implements corrective action on routine tasks and within the authority delegated at this level 	<ul style="list-style-type: none"> Ability to make judgement decisions on issues falling outside of the operating rules and procedures 	
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships 	<ul style="list-style-type: none"> 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 Awareness of how people and municipalities function
<p>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.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication Communicates effectively with colleagues and clients 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner Adapts communication contents to the audience 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Structures written documents in a logical framework Captures complex issues clearly and concisely 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications geared for various audiences

	<ul style="list-style-type: none"> • Uses terminology appropriate to the audience 	<ul style="list-style-type: none"> • Conveys alternative viewpoints • Organises discussions in logical manner • Responds to questions with accurate and complete answers 	<ul style="list-style-type: none"> • 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 • Uses language and style to capture the attention of the audience
<p>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.</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs • Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service delivery matters as required
Management			
<p>1. Direction Setting The ability to motivate and inspire others to voluntarily give off their best in working towards a common vision or goal.</p>	<ul style="list-style-type: none"> • Gives direction to team in meeting objectives and deadlines • Defines roles and responsibilities for team members and clearly communicates expectations 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Grasps 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

<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident and professional Commands respect from peers and subordinates Settles disputes as quickly and as effectively as possible 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Motivates subordinates to accomplish tasks and missions Influences others effectively using a number of techniques Has credibility with staff 	<ul style="list-style-type: none"> stated goals and objectives. Recognises and rewards those employees (within his discretionary authority) whose actions support the attainment of goals and objectives 	<p>produces innovative ideas</p>
<p>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.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

505

	<ul style="list-style-type: none"> limitations Encourages 'on-the-job' training and the acquisition of new skills 	<ul style="list-style-type: none"> way in the work environment Encourages self-reliance and allows staff to make and learn from mistake Empowers others and distributes the workload appropriately 	<ul style="list-style-type: none"> and development of talent within the municipality Monitors progress and gives individuals specific feedback on their performance 	<ul style="list-style-type: none"> with guidance on how to handle new or difficult situations Mentors and coaches others where appropriate
<p>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.</p>	<ul style="list-style-type: none"> 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 Creates strong morale/team spirit 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Involves and empowers team in setting and achieving goals Participates actively as a member of a team to move the team towards the attainment of goals 	<ul style="list-style-type: none"> 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 Builds team spirit and cohesion within the unit 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3

45. SUPPLY CHAIN MANAGEMENT

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guide and therefore not limited to)	Assistant SCM Practitioner	SCM Practitioner / Specialist	Senior SCM Practitioner / Specialist	Principal SCM Practitioner / Specialist
KNOWLEDGE	Conducts work according to prescribed norms and standards under the general direction of an	Conducts work according to prescribed norms and standards under the general direction of an	Under general direction, independently performs more complex work in an SCM	Provides expert SCM advice and guidance and support SCM strategy. Responsible for managing

506

	<p>experienced practitioner.</p> <p>Basic understanding of demand planning, procurement processes, tender processes, logistics and supplier management.</p> <p>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>MS Office including Word, Excel, Powerpoint</p>	<p>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)</p> <p>SCM policy and supporting guidelines</p> <p>MS Office including Word, Excel, Powerpoint</p>	<p>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. Understands how the SCM department / directorate functional areas are interlinked / interdependent. Can integrate across all SCM functional areas.</p> <p>Leads, conducts and controls work according to prescribed norms and standards.</p> <p>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>SCM policy and supporting guidelines</p> <p>MS Office including Word, Excel, Powerpoint</p>	<p>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. 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>Applicable local government legislation (e.g. MSA, MFMA)</p> <p>SCM policy and supporting guidelines</p> <p>MS Office including Word, Excel, Powerpoint</p>
<p>EXPERIENCE</p>	<p>Up to 2 years relevant experience required</p>	<p>Between 2 and 5 years relevant experience required</p>	<p>Between 5 and 8 years' relevant experience across SCM processes including 2 years of supervisory</p>	<p>Between 5 and 8 years, or more relevant experience covering all aspects of the relevant SCM</p>

507

	process.	experience	
QUALIFICATION*	Management of SCM information or having gained specialist experience in a SCM discipline.	A relevant 3 year qualification in SCM / Logistics / Procurement	A relevant 3 year qualification in SCM / Logistics / Procurement
*National Treasury MFMA Municipal Minimum Competence training where applicable	A relevant 3 year qualification in SCM / Logistics / Procurement	A relevant 3 year qualification in SCM / Logistics / Procurement	A relevant 3 year qualification in SCM / Logistics / Procurement
COMPETENCY LEVELS			
	1	2	3
	COMPETENCIES		
	Functional / Professional		
1. Procurement and Tenders Manages the procurement and tenders process according to prevailing legislation, norms and standards.	<ul style="list-style-type: none"> • Procures goods and services in accordance with MFMA, SCM regulations and policies • Maintains a database of approved vendors • Reconciles physical stocks to accounting records • Can follow the tender process as per the SCM policy 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Conduct s a capacity and credit check of potential vendors • Investigates alternative vendors or products to improve cost, quality & delivery ratios • Involved in tender processes including the management of tender specifications, BEC and BAC requirements 	<ul style="list-style-type: none"> • 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 • Manage a number of tenders and controls the timeframes and processes associated
2. Information management The gathering and analysis of data, in order to conclude thereon.	<ul style="list-style-type: none"> • Obtain/extract data from specific sources as per requests, from e.g. spreadsheets and databases 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Perform data analysis in 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to analyses and identify potential significant risks from
			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Manage, review and analyze SCM information and

	<p>as appropriate.</p> <ul style="list-style-type: none"> • Check data as it is entered for obvious errors. • Formalise and enhancing templates. • Managing the central repository and documents. 	<p>monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns.</p> <ul style="list-style-type: none"> • Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. 	<p>known risk sources in order to prompt management on the identification and mitigation thereof.</p> <ul style="list-style-type: none"> • 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 • Quality check data entered into management software and extract accurate reports. 	<p>conclusions.</p> <ul style="list-style-type: none"> • Draft/Review reports and conclude on results obtained. • Maintain various electronic packages and systems required for SCM management
<p>3. Written Communication Communication of complex information in a manner that is understandable (language and format) to the specific audience.</p>	<ul style="list-style-type: none"> • 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. • Proof reads documents with close attention to detail. 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Assists with preparing and reviewing of Pre-reading and training material, policies, and guidelines. • Communication with role-players on their SCM management roles and responsibilities. • Sound report writing skills. • Numerical, alphabetical and written accuracy. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Prepare SCM 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 SCM processes • Escalates/ clearly communicated to the next level and is actioned and supported with valid reasoning if and when required. 	<ul style="list-style-type: none"> • 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 oversight and committees. • Prepare and/or Review reports to committees, ensuring clear and concise communication to appropriate parties.
<p>4. Organizational Awareness The ability to understand the key drivers in the sector and the</p>	<ul style="list-style-type: none"> • Understands how the SCM Department functions • Basic knowledge about the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Understands and internalizes the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to shaping the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Contributes to shaping the

<p>municipality and to apply this understanding to meet the service delivery objectives and challenges.</p>	<p>municipality</p> <ul style="list-style-type: none"> • 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 • Awareness of the issues impacting service delivery 	<p>municipality's priorities and goals</p> <ul style="list-style-type: none"> • 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 • In-depth knowledge of the issues impacting service delivery 	<p>municipality's specific goals and priorities</p> <ul style="list-style-type: none"> • 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 • Contributes SCM related information toward addressing the municipality's service delivery challenges 	<p>municipality's and local government specific goals and priorities</p> <ul style="list-style-type: none"> • Knowledge of the municipality's functional directorates/departments and understands strategic integration across these • In-depth knowledge of the municipality's challenges in delivering municipal services
<p>5. Task management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • 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). • Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion). 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • 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. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> • 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). • Clearly communicates the

<p>6. 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.</p>	<ul style="list-style-type: none"> • 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 • Ensures compliance with budgetary requirements 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages the inputs of subordinate personnel • Determines the procurement / tender policy for the project • Coordinates preparation of project documentation • Manages projects to the agreed standards • Manages resources to achieve the project objectives • Prioritises activities to ensure that project is completed within schedule • Completes project to ensure budget spent on time 	<ul style="list-style-type: none"> • 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 strategies • Finalises and approves project documentation • Manages multiple project schedules 	<p>parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.</p> <ul style="list-style-type: none"> • 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 • Prioritises multiple resources to meet competing deadlines • Finalises project concept and feasibility in terms of demand planning • Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters
<p>7. Financial Process Management Ability to support an effective, economic and efficient SCM function through financial processes.</p>	<ul style="list-style-type: none"> • Apply policies and procedures in financial process management 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages the control of assets according to policies and procedures • Assists in managing assets according to policies and procedures 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

511

			<ul style="list-style-type: none"> Develops sustainable strategies to address shortfalls / risks Supports the accounting officer to oversee SCM financial management aspects of the municipality Prepares of multi-year expenditure forecasts
		<ul style="list-style-type: none"> 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 Assists in formulating and implementing finance / SCM strategies 	
Public Service Orientation			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	<ul style="list-style-type: none"> Able to establish rapport and gets on with others Communicates effectively Acknowledges contributions of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Wins concessions without damaging relationships
2. Communication The capacity to listen attentively, grasp issues, present information	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures complex issues clearly
			<ul style="list-style-type: none"> 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 Awareness of to how people and municipalities function
			<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops communications

512

<p>in a clear manner and respond appropriately to verbal and written communication of others.</p>	<ul style="list-style-type: none"> Demonstrates effective oral and written communication 	<p>perspective in logical manner to the audience</p> <ul style="list-style-type: none"> Adapts communication contents to the audience Uses terminology appropriate to the audience Structures written documents in a logical framework 	<p>and concisely</p> <ul style="list-style-type: none"> 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 	<p>geared for various audiences</p> <ul style="list-style-type: none"> 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 Uses language and style to capture the attention of the audience
<p>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.</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Professional in interaction with general public and stakeholders 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Engages effectively with general public Understands and articulates community needs in sector plans Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Speaks effectively on service delivery matters to the media
Management				
<p>4. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Commands respect from peers and managers 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Motivates and inspires others Establishes support and projects authority and credibility Uses influence to achieve objectives

<p>5. 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.</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team activities Shows consideration towards others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence in dealing with others Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team belonging Contributes towards positive climate within team Involves and empowers team in setting and achieving goals 	<ul style="list-style-type: none"> 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 Draws on diverse backgrounds, skills and knowledge of team members
<p>6. 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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction 	<ul style="list-style-type: none"> 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 Organises resources and inspires others towards focused performance
<p>7. 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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> Recognises the need for and provides individuals with guidance on how to handle new or difficult situations 	<ul style="list-style-type: none"> Sees 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 	<ul style="list-style-type: none"> 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 Recognises the need for and provides individuals with guidance on how to handle new or difficult situations
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46. TECHNICIANS - GENERIC

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Assistant Technician Trainee Technician Technical assistant	Technician Senior Technical Assistant	Senior Technician Professional Technician	Supervisor Manager
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	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.	Between two and three years required	Between three and five years	Between five and eight years post apprenticeship experience required
QUALIFICATION	National Diploma N3 with a strong technical/mathematical focus Driver's license.	National Diploma N3 with a strong technical/mathematical focus Driver's license.	<ul style="list-style-type: none"> Advanced National Diploma or N6 Engineering or equivalent. ECSA Registration 	<ul style="list-style-type: none"> Advanced National Diploma or N6 Engineering or equivalent ECSA Registration

	(advantageous) Driver's license	(advantageous). Driver's license	(advantageous) Driver's license
COMPETENCY LEVELS			
	1	2	3
	COMPETENCIES		
	Functional / Professional		
1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.	<ul style="list-style-type: none"> Remains focused on task at hand. Uses time effectively and prevent irrelevant issues or distractions from interfering with work completion. Completes tasks on time. 	<ul style="list-style-type: none"> 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. Able to prioritize resources to meet competing deadlines. 	<ul style="list-style-type: none"> 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
2. Work Place Safety The ability to identify and correct conditions that affect employee safety.	<ul style="list-style-type: none"> 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. Enforces safety and/or security procedures. Is aware of the hazards of working with dangerous materials. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. Ensures that high-priority work is accomplished within required timelines.

<p>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.</p>	<ul style="list-style-type: none"> 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. Knows when to refer problem to supervisor for resolution. 	<ul style="list-style-type: none"> Takes corrective action— Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. 	<ul style="list-style-type: none"> 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. Can identify problems that are not routine and will refer to supervisor for resolution. 	<ul style="list-style-type: none"> 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. Puts preventative measures in place to ensure that problems do not recur in the future. 	
<p>4. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list. Modifies plans in line with instructions from supervisors. 	<ul style="list-style-type: none"> 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. Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Probes deeply and considers consequences and risks attached to actions and the impact of solutions. Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur. 	
			<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. 	

517

<p>5. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p>	<ul style="list-style-type: none"> • Accurately and carefully follows established procedures for completing work tasks. • Ensures that all details of a task are completed. • Checks work for errors. • Reviews all parts of a job to ensure quality. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Checks work of subordinates for errors • Checks against set standards and regulations • Maintains a project checklist covering all detail that may be overlooked • Initiates action to correct quality problems 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3.
<p>6. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> • Undertakes routine tasks • Has developed a level of skill and experience in a technical area of work • Is aware of factors that may negatively impact the completion of a job 	<ul style="list-style-type: none"> • 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. • Ability to read schematic drawings and basic designs. • 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. • Has the ability to identify task specific problems and analyze all factors that influence the solution. This will involve various activities specific to the 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • 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 • Ensures knowledge transfer and training and mentoring of more junior staff. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3.

		<p>particular trade involving: designing, constructing, repairing, fabricating, fault finding and diagnostics.</p> <ul style="list-style-type: none"> • Applies previous learnings to new/different situations. • Accomplishes tasks within a specific trade without asking for guidance or instruction. • Has knowledge of updating equipment register and exercises stock control of material issued. 		
Public Service Orientation				
<p>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.</p>	<ul style="list-style-type: none"> • Shows a commitment to excellence and quality • Meets deadlines • Is friendly and responsive to community members when dealing with service delivery issues 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Engages effectively with the general public and clients • Corrects service delivery problems promptly without being defensive 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 and 2 and; • Understands and articulates client needs • Manages client and business expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Establishes a collaborative relationship with client and line departments. • Has in-depth knowledge on service delivery matters as it relates to their work area.
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Gets on with others. • Communicates effectively. • Co-operates with others. • Appears optimistic and positive. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Able to establish rapport and relates easily to others. • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Awareness of how people and municipalities function.
<p>3. Communication</p>	<ul style="list-style-type: none"> • Able to understand basic verbal 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies

<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>instructions from supervisor and colleagues.</p> <ul style="list-style-type: none"> Checks own understanding of tasks and expectations to avoid making mistakes. Understands basic technical jargon. 	<p>from level 1.</p> <ul style="list-style-type: none"> Can translate technical information into terms that are understood by subordinates and customers. Responds to questions with accurate and complete answers. 	<p>from levels 1 and 2.</p> <ul style="list-style-type: none"> 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. 	<p>from levels 1 to 3.</p> <ul style="list-style-type: none"> Ability to read situations and interest positions and to respond appropriately. Communicates complex and technical information effectively. Communicates effectively at senior levels. Handles sensitive one-on-one discussions effectively.
Management				
<p>4. 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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Sets out work for others in a well-planned and organised manner. 	<p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> Good at establishing clear direction. Sets out team goals providing clear sense of purpose. 	<p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> 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. Organises resources and inspires others towards focussed performance.
<p>5. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Deserving of respect from peers and supervisors 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> Makes positive impact and comes across as confident and competent. Motivates subordinates to accomplish tasks and missions Has credibility with staff. 	<p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> Tactfully confronts and corrects others when necessary. Fosters team work and collaboration. 	<p>Demonstrates competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> Motivates and inspires others. Effectively influences colleagues and supervisors at more senior levels. Establishes support and projects authority and

	<ul style="list-style-type: none"> Appears willing to learn new ways of doing things 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Understands subordinates limitations. Provides guidance and support where necessary. Understands own development needs. Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> 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. Monitors progress and gives individuals specific feedback on their performance. 	<ul style="list-style-type: none"> credibility. Uses influence to achieve objectives and sell ideas. Demonstrates competencies from levels 1 to 3. Has specialised subject matter knowledge. Shows an ability to understand underlying causes for poor performance and to provide the appropriate support.
<p>6. 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.</p>	<ul style="list-style-type: none"> Co-operates and works well with others. Shows consideration towards others. Seen to be reliable and dependable. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shares information and collaborates easily with others Shows initiative and confidence in dealing with others. Participates actively as a member of a team. 	<ul style="list-style-type: none"> 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. Recognises and respects the value of diverse views 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Builds team spirit and cohesion within functional areas. Recognises and respects the value of diverse views. Draws on diverse backgrounds, skills and knowledge of team members.
<p>7. 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.</p>				

521

47. TOURISM

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (This serves as a guide and is not limited to)	Concierge, Tour Guide, Sales Person, Tourism/Marketing/Sales Coordinator, Tourism/Marketing/Sales Clerks	Sales Supervisor, Tourist Supervisor, Marketing Supervisor	Operational Managers Tourism, Operational Managers Marketing, Operational Managers Sales	PR & Communications Manager, Manager Visitors Bureau, Convention Bureau Manager, Marketing Manager, E- Services Manager
KNOWLEDGE	<ul style="list-style-type: none"> Under direct supervision of the Supervisor coordinates internal/external tourism/marketing and public relations programs to create and maintain a favourable public image for the municipality. Set up and attending exhibitions and holiday shows, special and seasonal events and festivals. 	<ul style="list-style-type: none"> Devise and coordinate marketing/tourism campaigns. Conduct training courses to encourage networking and economic growth in the tourism industry. Undertake market research with members of the public and visitors to particular attractions. Provide a range of information on local resources and facilities. Produce and commission tourist information, including art work, and writing press releases and copy for tourism guides/newsletters. Devise and plan tours, and arranging itineraries. 	<ul style="list-style-type: none"> Commission and/or producing tourism strategies and economic impact studies for implementation. Lobbying the industry and government on strategic matters such as quality assessed accommodation, collation of national/international statistics. Undertake market research with members of the public and visitors to particular attractions. Support the local tourism industry through providing promotional opportunities. 	<ul style="list-style-type: none"> Strategic direction for Municipalities. Implement and evaluate impact of tourism strategies. Measuring quality standards, for competitive advantage. Analyze current and future tourism trends to maximize on tourist potential. Lobbying the industry and government on strategic matters. Form strategic partnerships.
EXPERIENCE	Between 0 and 2 years' experience	Between 2 and 5 years relevant industry experience	Between 5 and 8 years industry experience.	More than 8 years relevant industry experience

522

QUALIFICATION	<ul style="list-style-type: none"> • Matric • Valid code 8 Drivers license. 	<ul style="list-style-type: none"> • Degree in Sales and Marketing or Tourism. • Valid code 8 Drivers license. 	<ul style="list-style-type: none"> • Degree in Marketing and Tourism. • Valid code 8 Drivers license. 	<ul style="list-style-type: none"> • Degree in Marketing and Tourism. • Post Graduate Degree. • Valid code 8 Drivers licence
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COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
	Functional Professional			
<p>1. Financial Management 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>	<ul style="list-style-type: none"> • Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate. • Prepares own budget in line with the strategic objectives of the municipality. • Understands the Supply Chain Management policy and process and applies sound procurement management. • Understands, analyses and monitors financial reports. • Ensures proper records of financial affairs and transactions. • Prepares financial Manages and monitors financial risk. • Continuously looks for new opportunities to obtain and save funds. • Understands and weighs up financial implications of propositions. • Ensures effective utilisation of financial resources. • Develops corrective measures/actions to ensure alignment of budget to financial resources. • Promotes adherence to sound financial management standards, policies and practices. • Has in-depth knowledge of national policy and legislation impacting on municipal finance. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.

524

<p>2. People Management and Empowerment Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve municipal goals.</p>	<ul style="list-style-type: none"> • Identifies and acts on irregular expenditure and other losses that may constitute a criminal offence reports and guidelines based on prescribed format • Aligns expenditure to budgets and cash flow projections • Assigns clearly defined tasks to subordinates. • Monitors and evaluates employee performance on assigned tasks and takes the appropriate action where subordinate performance is deficient. • Seeks opportunities to increase personal contribution and level of responsibility. • Knowledge of labour and employment legislation and regulations. • Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches. • Identifies and harnesses talented employees. • Gives direction to the team in realising the municipality's strategic objectives. • Delegates and empowers others to increase contribution and level of responsibility and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.
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	<ul style="list-style-type: none"> • accountability. • Applies labour and employment legislation and regulations consistently. • 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. • Recruits, develops and retains talented staff • Ensures compliance with the employment equity and affirmative action policy and objectives. • Facilitates team goal setting and problem solving. • Recognises individuals and teams and provides developmental feedback in accordance with performance management principles. • Adheres to internal and national standards with regards to HR practices. • Deals with labour matters. • Identifies competencies required and suitable resources for specific tasks. • Displays personal interest in the well-being of colleagues. • Manages conflict through a 			
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526

<p>3. Project and Programme Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<p>participatory transparent approach.</p> <ul style="list-style-type: none"> • Drives compliance with the Employment Equity and Affirmative Action policy and objectives. 	<ul style="list-style-type: none"> • Organises the team and develop a work plan. • Uses computer software programmes to help manage projects (MS project, etc.). • Establishes broad stakeholder involvement and communicates the project status and key milestones. • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers). • Check quality of work against pre-determined specifications. • 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 • Manages multiple budgets. • Manages the contractual aspects, ensuring that all work is performed in accordance to the 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level
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<p>4. Organisational Awareness/Political Impact Drives equitable service delivery taking into account how political and service issues, programmes, policies and decisions impact public interest/concerns.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the municipal and local government processes. • Understands and internalizes the municipality's priorities and goals. • Understands sector policies and legislation. • In-depth knowledge of the issues impacting service delivery. • Drives equitable service delivery taking into account how service issues, program policies and decisions impact public interests/concerns. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.
<p>contract. • Manages and effects contractual changes and re-negotiates variations in a legally appropriate forum. • Motivates and coaches project teams to achieve highest project results. • Identifies and manages risks to the project by assessing potential risks and building contingencies into project plans. • Consistently identifies appropriate resources for a variety of assignments. • Monitors policy implementation and puts in place procedures to manage risks. • Conceptualises the long term effects of the desired outcomes of projects.</p>				

<p>5. Knowledge Management Ability to promote the generation and sharing of knowledge and learning in order to enhance the collective knowledge of the municipality.</p>	<ul style="list-style-type: none"> • Demonstrates an intimate understanding of the capabilities, nature and potential of the service. • In-depth knowledge of municipality's policies and procedures. • Understands priorities, goals and issues of neighbouring municipalities and local government. • Approaches each situation with a clear perception of municipal and political reality. • Contributes to shaping the municipality's sector specific goals and priorities. • In-depth knowledge of municipal and sector legislation. • Contributes toward addressing the municipality's service delivery challenges 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 & 2 on advanced level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1,2 and 3 on expert level
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	<p>structures for sharing of knowledge in the municipality.</p> <ul style="list-style-type: none"> • Nurtures a knowledge-enabling environment. • Shares and promotes best practices across the local government sector. • Anticipates future knowledge management requirements and systems. • Creates a culture of a learning municipality. • Works across municipalities to identify and share critical knowledge. • Creates and supports a vision and culture where staff feel empowered to seek and share knowledge. 			
<p>6. 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.</p>	<ul style="list-style-type: none"> • 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. • Translates objectives into specific plans. • Sets short term and longer term business plans and goals and cascades it to the work team and individual performance objectives. • Organises, prioritises and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.

530

	<p>schedules tasks so that they can be performed within budget and with efficient use of time and resources.</p> <ul style="list-style-type: none"> • Measures progress and monitors performance and results. • Conceptualises options. • Identifies and allocates resources. • Develops contingency plans for potential problems. • Assists others to plan and organise their work. • Sets goals and objectives relevant to the function and focuses on the customer's needs. • Develops integrated plans for the work unit and others that interface with the department's budget and with the department's budget and MTRF (Medium Term Revenue and Expenditure Framework). • 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. 			
<p>7. Policy Conceptualisation Ability to translate the national and</p>	<ul style="list-style-type: none"> • Has working knowledge of policies and codes of practice. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert

<p>local government objectives and vision into an enabling framework through which to effect service delivery and corporate governance.</p>	<ul style="list-style-type: none"> • Complies with statutory requirements and applies policies consistently. • In-depth knowledge of municipal policies and their application. • Is able to identify challenges and opportunities relating to policy implementation. • Is able to provide comment and input on the practical aspects of policy implementation. • Able to identify and analyse bottlenecks with existing policy implementation and make recommendation of amendments to bring about improvement. • Able to conceptualise and formulate policy within the national and local government frameworks. • Able to evaluate the implications of new policy on systems, procedures and budgets. • Leads and coordinates the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of projects. • Monitors policy implementation and puts in place procedures to manage risks. 		<p>advanced level.</p>	<p>level.</p>
<p>Public Service Orientation</p>				
<p>1. Service Delivery Orientation The ability to explore and implement</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert

532

<p>new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>promises in undertaking tasks and meeting deadlines.</p> <ul style="list-style-type: none"> • Establishes a collaborative relationship with the community. • Researches needs of clients. • Consults clients and stakeholders on ways to improve the delivery of services. • Professional in interaction with the general public and stakeholders. • Understands and articulates community needs in local government plans. • Manages community expectations within financial, technical and Municipality constraints. • Integrates processes, policies and structures across the municipality to achieve improved efficiency and effectiveness. • Monitors service providers to ensure that service delivery meets the standards set out in the Service Level Agreements and inspires them to improve service standards. • Identifies and analyses opportunities where innovative ideas can lead to improved service delivery. 		<p>and 2 on advanced level</p>	<p>level.</p>
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others. • Communicates effectively. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.

<p>within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Acknowledges contributions of others. • 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. • 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. • Wins concessions without damaging relationships 						<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.
							<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level.
							<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level.
<p>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.</p>	<ul style="list-style-type: none"> • 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 problem promptly, without being defensive. • Supports others to take personal 						

<p>4. Communication The capability to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of other.</p>	<p>responsibility to deliver excellent customer service.</p> <ul style="list-style-type: none"> • 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. • Sets the climate and creates a culture to attain client focussed outcomes (i.e. performance management, resource allocation, etc.). • 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. 	<p>• Demonstrates competencies from level 1 on competent level.</p>	<p>• Demonstrates competencies from level 1 and 2 on advanced level</p>	<p>• Demonstrates competencies from level 2 and 3 on expert level.</p>
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	<p>people at all levels within the municipality.</p> <ul style="list-style-type: none"> • Communicates controversial, sensitive messages to stakeholders tactfully. • Listens well and is receptive and encourages participation and mutual understanding. • Communicates high risk sensitive matters to all relevant stakeholders. • Develops a well-defined communication strategy. • Balances political views with municipal needs when 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. • Responds to questions with accurate and complete answers 			
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Leadership	
<p>1. Strategic Capability and Leadership Determines and articulates the vision, sets the direction for the municipality and/or unit and inspires on others to deliver on the municipal mandate.</p>	<ul style="list-style-type: none"> • Gives direction to the team in realising the municipality's strategic objectives. • Achieves strategic objectives against specified performance measures. • Defines roles and responsibilities for project team members and clearly communicates expectations. • Demonstrates competencies from previous level. • 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." • Complies with statutory requirements and apply policies consistently. • Motivates subordinates to accomplish tasks and missions. • Influences others effectively using a number of techniques. • Has credibility with staff, management and stakeholders. • Uses an in depth understanding
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level.
	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level.
	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.

	<p>of the interactions within a group to move towards a specific agenda.</p> <ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. • Commands respect from peers and subordinates. • Convinces executive of viewpoints or proposals with assistance of others in authority. • 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 • Is called upon to mediate conflicts and disagreements 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level
<p>2. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates. • Articulates tasks and expectations and sets realistic standards. • Anticipates mistakes and freely offers assistance without being overbearing. • Balances the municipality' tasks and goals with subordinates' personal and professional needs. • Diagnoses performance issues 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 on competent level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level
<p>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.</p>				

<p>4. Team Orientation The Municipality to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>and determines appropriate developmental intervention to suit the individual's learning style.</p> <ul style="list-style-type: none"> • 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. • Encourages self-reliance and allows staff to make and learn from mistakes. 	<ul style="list-style-type: none"> • 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). • Creates strong morale/team spirit. • Uses complex strategies such as team assignments, cross training to promote team morale and productivity. • Involves and empowers team in 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2 on advanced level. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 2 and 3 on expert level.
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539

	<ul style="list-style-type: none"> setting and achieving goals. Remains abreast with other initiatives in the municipality and looks for ways to cooperate and integrate. Works effectively with people from other municipalities/departments and manage in a competitive environment 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 in cohesion across function boundaries in the respective departments. 		
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48. TRANSPORT

LEVELS	1	2	3	4
TYPICAL DESIGNATIONS (These are a guideline and therefore not limited.)	Station Marshall	Ambassador/ Supervisor/ Roving Officer/Committee Officer/ Assets / Officer/ Revenue Officer	Specialist/Operation Manager	Manager/Revenue Manager/Quality Control/Safety and Security/Infrastructure/Expenditure/Revenue/Control Centre/ Liaison
KNOWLEDGE	<ul style="list-style-type: none"> Assists customers/commuters staff with direct supervision of a Supervisor. 	<ul style="list-style-type: none"> Perform activities within a transport business under direct Supervision of the manager. 	<ul style="list-style-type: none"> Perform activities with accountability in a transportation sector. 	<ul style="list-style-type: none"> Manages a specialised transport function under the leadership and

540

	<ul style="list-style-type: none"> Assist with communication to commuters and station personnel including boarding procedures and proper housekeeping. 	<ul style="list-style-type: none"> Works independently and could supervise staff. Financial reporting and Banking/Revenue. Assisting with audit reports. 	<ul style="list-style-type: none"> Works independently and supervise staff. Decision making and take independent actions. Co-ordinating data & financial project management. 	<p>guidance of the Director/Head of the Transport function</p> <ul style="list-style-type: none"> Performs more specialised duties within a transport department. Works independently and will supervise and manage staff. Monitoring and liaison with customers (externally and internally) including public relations. Adherence to PFMA & MFMA including Treasury policies.
EXPERIENCE	Up to 1 year relevant experience required	Up to 2 years relevant experience required.	Between 3 and 5 years' experience	Between 5 and 8 years post graduate public transportation experience required
QUALIFICATION	Grade 12/ Matric/N3/with a strong technical/mathematical focus Certificate OR Studying towards a relevant public transport certificate Driver's license preferable	3 Year relevant Diploma. Driver's license essential.	3 year Relevant Diploma/ N6/B-Degree. Public Operators certificate preferred Driver's license.	A relevant professional qualification. Driver's license. Public Operators Certificate essential.
COMPETENCY LEVELS	1	2	3	4
COMPETENCIES				
Functional / Professional				
1. Managing Work Effectively manages own time and available resources and tools to ensure that work is completed efficiently and on time.	<ul style="list-style-type: none"> Remains focused on task at hand. Uses time effectively and prevent irrelevant issues or distractions from interfering with work 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 Monitors and controls activities by maintaining a log of work, production, or maintenance. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Clearly communicates expectations to supervised staff. Provides guidance and 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Knows and relies on the "experts" in various

541

	<p>completion.</p> <ul style="list-style-type: none"> • Completes tasks on time. 	<ul style="list-style-type: none"> • Able to prioritise tasks. • Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate. • Able to prioritize resources to meet competing deadlines 	<p>instruction when delegating.</p> <ul style="list-style-type: none"> • 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 	<p>departments who can address and solve special problems.</p> <ul style="list-style-type: none"> • 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
<p>2. Work Place Safety The ability to identify and correct conditions that affect employee safety.</p>	<ul style="list-style-type: none"> • 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. • Enforces safety and/or security procedures. • Is aware of the hazards of working with dangerous materials. 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • 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. • Takes corrective action—Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures. 	<p>Demonstrates competencies from levels 1 and 2.</p> <ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3.
<p>3. Problem Solving</p>	<ul style="list-style-type: none"> • Deals with clearly defined 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates competencies 	<ul style="list-style-type: none"> • Demonstrates

542

<p>The ability to identify potential problems, to break the problems into component parts, to generate potential solutions, to select an option and implement it.</p>	<p>problems that are task specific that have a low impact and low risk.</p> <ul style="list-style-type: none"> Applies a pragmatic approach to problem solving. Applies tacit knowledge/experience to determine best possible solutions. Knows when to refer problem to supervisor for resolution. 	<ul style="list-style-type: none"> Identifies problems following defined diagnostic processes. Identifies various alternative options and selects most appropriate solutions. Understands potential impact of problems to own working environment. Can identify problems that are not routine and will refer to supervisor for resolution 	<p>from levels 1 and 2 and;</p> <ul style="list-style-type: none"> Generates various solutions / options and contingency plans for localized problems Involves the appropriate people, to resolve complex task related problems Puts preventative measures in place to ensure that problems do not recur in the future 	<p>competencies from levels 1 to 3.</p> <ul style="list-style-type: none"> Probes deeply and considers consequences and risks attached to actions and the impact of solutions. Is intuitive, has an understanding of symptoms and is able to diagnose potential problems before they occur.
<p>4. Planning and Organising The ability to plan activities within specific timeframes and to execute these activities according to plan.</p>	<ul style="list-style-type: none"> Plans tasks on a daily basis according to a set schedule and executes as per priority list. Modifies plans in line with instructions from supervisors. 	<ul style="list-style-type: none"> 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. Develops contingency plans for potential problems. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3.
<p>5. Quality Orientation Ensures high quality output, accurately checks processes and tasks and shows attention to detail.</p>	<ul style="list-style-type: none"> Accurately and carefully follows established procedures for completing work tasks. Ensures that all details of a task are completed. Checks work for errors Reviews all parts of a job to ensure quality. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Checks work of subordinates for errors. Checks against set standards and regulations. Maintains a project checklist covering all detail that may be overlooked. Initiates action to correct quality 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3.

543

<p>6. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> • Undertakes routine tasks • Has developed a level of skill and experience in a technical area of work • Is aware of factors that may negatively impact the completion of a job 	<p>problems.</p> <ul style="list-style-type: none"> • Demonstrates competencies from level 1 and; • Understands the technical language of the job • Understands the technical components of the job and has a sound understanding of specific trade principles. • Ability to read schematic drawings and basic designs. • 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. • Has the ability to identify task specific problems and analyze 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. • Applies previous learnings to new/different situations. • Accomplishes tasks within a specific trade without asking for guidance or instruction. • Has knowledge of updating equipment register and exercises stock control of material issued. 	<ul style="list-style-type: none"> • 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. • Ensures knowledge transfer and training and mentoring of more junior staff. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3.
Public Service Orientation				

<p>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.</p>	<ul style="list-style-type: none"> Shows a commitment to excellence and quality. Meets deadlines. Is friendly and responsive to community members when dealing with service delivery issues. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Engages effectively with the general public and clients. Corrects service delivery problems promptly without being defensive. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Understands and articulates client needs. Manages client and business expectations within financial, technical and capacity constraints. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Establishes a collaborative relationship with client and line departments. Has in-depth knowledge on service delivery matters as it relates to their work area.
<p>2. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> Gets on with others. Communicates effectively. Co-operates with others. Appears optimistic and positive. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Able to establish rapport and relates easily to others. Acknowledges contributions of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Awareness of how people and municipalities function.
<p>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.</p>	<ul style="list-style-type: none"> Able to understand basic verbal instructions from supervisor and colleagues. Checks own understanding of tasks and expectations to avoid making mistakes. Understands basic technical jargon. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Can translate technical information into terms that are understood by subordinates and customers. Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3. Ability to read situations and interest positions and to respond appropriately. Communicates complex and technical information effectively. Communicates effectively at senior levels.

545

Management			
			<ul style="list-style-type: none"> Handles sensitive one-on-one discussions effectively.
4. 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.	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and; Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Good at establishing clear direction. Sets out team goals providing clear sense of purpose.
	<ul style="list-style-type: none"> Deserving of respect from peers and supervisors. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Makes positive impact and comes across as confident and competent. Motivates subordinates to accomplish tasks and missions. Has credibility with staff. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2. Tactfully confronts and corrects others when necessary. Fosters team work and collaboration.
5. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.			

546

<p>6. 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.</p>	<ul style="list-style-type: none"> • Appears willing to learn new ways of doing things 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 • Understands subordinates limitations • Provides guidance and support where necessary • Understands own development needs • Shares knowledge and information with peers and subordinates. 	<ul style="list-style-type: none"> • 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 • Monitors progress and gives individuals specific feedback on their performance 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Has specialised subject matter knowledge. • Shows an ability to understand underlying causes for poor performance and to provide the appropriate support.
<p>7. 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.</p>	<ul style="list-style-type: none"> • Co-operates and works well with others. • Shows consideration towards others. • Seen to be reliable and dependable. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares information and collaborates easily with others. • Shows initiative and confidence in dealing with others. • Participates actively as a member of a team. 	<ul style="list-style-type: none"> • 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. • Recognises and respects the value of diverse views. 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Builds team spirit and cohesion within functional areas. • Recognises and respects the value of diverse views. • Draws on diverse backgrounds, skills and knowledge of team members.

49. UNIFORMED PERSONNEL

LEVELS	1	2	3	4
<p>TYPICAL CAREER STREAM (These are a guideline and therefore not limited.)</p>	<p>Trainee Traffic Officer Learner Law Enforcement Officer Trainee Metro Police Constable</p>	<p>Traffic Officer Law Enforcement Officer Metro Police Constable/officers Assistant Area Coordinator: Security Management</p>	<p>Inspector Traffic Inspector / Senior / Principal Inspector Law Enforcement Sergeant Metro Police Area Coordinator: Security</p>	<p>Superintendent Metro Police Senior inspector traffic Principal Inspector Traffic Regional Inspector Law Enforcement Senior Superintendent Metro Police</p>

			Management	Chief inspector traffic / Chief superintendent Director: Metro Police Deputy Chiefs 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 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. Control and Supervision of staff.	Implements policies and procedures and ensures that by-laws, regulations and crime prevention are enforced. Manages a number of operational areas. Ensures optimal use and maintenance of resources and equipment, and adherence to performance management criteria. Reports to the Manager or Director.
EXPERIENCE	No experience required	Between 2 and 3 years' experience	Between 5 and 8 years' experience required including supervisory experience	More than 8 years' experience required including proven supervisory experience
QUALIFICATION	Grade 12. Code B Driver's License. No criminal record. Physical fitness.	Traffic Officer. Law Enforcement Officer. Metro Police Constable/officers. Grade 12. Basic training qualification attained.	Inspector Traffic Inspector / Senior / Principal Inspector Law Enforcement Sergeant Metro Police Grade 12 Basic training qualification	Superintendent Metro Police Senior inspector traffic Principal Inspector Traffic Regional Inspector Law Enforcement Qualification required = National Diploma Policing Senior Superintendent Metro Police Chief inspector traffic / Chief superintendent Director: Metro Police Deputy Chiefs

548

				Chief Metro Police Chief Traffic
				Qualification required = B-Tech / policing degree
COMPETENCIES				
COMPETENCY LEVELS				
1				
2				
3				
4				
Functional / Professional				
<p>1. Patrol, Enforcement and Emergency Response Ability to pre-empt or respond to safety and security problems.</p>	<ul style="list-style-type: none"> On training to acquire the below mentioned competencies: Establishes effective patrols to prevent crimes. Attends to problems areas as required. Responds to calls promptly and effectively. Recognises unusual activity and intervenes appropriately. Understands geographic 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. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Establishes effective patrols to prevent crimes. Attends to problems areas as required. Responds to calls promptly and effectively Recognises unusual activity and intervenes appropriately. Understands geographic 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 	<ul style="list-style-type: none"> 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. Maintains confidence and self-control under duress. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Ensure integration of activities within various departments and spheres of government

	<ul style="list-style-type: none"> Follows arrest procedures and protocols according to policies and legislation. 	<ul style="list-style-type: none"> 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. Ensures safety of others whilst using force. 		
<p>2. 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.</p>	<p>On training to acquire the below mentioned competencies:</p> <ul style="list-style-type: none"> 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. Apologises for mistakes and sorts them out as quickly as possible responds quickly to 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. 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. Apologises for mistakes and sorts them out as quickly as possible responds quickly to customer requests. 	<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Focuses policing plans, objective 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

	<p>customer requests.</p> <ul style="list-style-type: none"> • Makes sure that customer are satisfied with the service they receive. • Manages customer expectations. • Keeps customers updated on progress. • Balances customer needs with municipal needs. 	<ul style="list-style-type: none"> • Makes sure that customer are satisfied with the service they receive. • Manages customer expectations. • Keeps customers updated on progress. • Balances customer needs with municipal needs. 	<p>police and law enforcement services.</p> <ul style="list-style-type: none"> • Encourages officers and staff to learn about the issues affecting their local area. • Finds ways of helping people to understand the different points of view within the community. • Makes sure people understand that the service is part of the community, rather than controlling it. • Encourages and helps members of the community to get involved in the municipality. • Promotes the interests of the municipality to the outsiders. • Demonstrates competencies from previous level. • 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 	<p>relates to people of all ages, backgrounds and views.</p> <ul style="list-style-type: none"> • 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 stakeholders and the public. • Shows a belief that the municipality is responsible to the local community. • Keeps local communities informed of progress in meeting their needs and dealing with their concerns. • Balances social and political needs with financial restrictions. • Monitors service delivery to make sure customers' needs are met.
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<p>3. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Analyzes information carefully to make sure it has 	<ul style="list-style-type: none"> however small it is Analyzes 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 Considers the views and motives of everyone involved when drawing conclusions 	<ul style="list-style-type: none"> 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. Analyzes 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 	<ul style="list-style-type: none"> Demonstrates competencies from all previous levels.
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	<ul style="list-style-type: none"> • Remains impartial and avoids jumping to conclusions. • Refers to statutes, procedures and precedents, as necessary, before making decisions. • Makes good decisions that take account of all relevant factors. 	<ul style="list-style-type: none"> • 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. • Considers the views and motives of everyone involved when drawing conclusion. 	<ul style="list-style-type: none"> • Produces imaginative responses to complex problems. • Makes balanced decisions that rare in proportion to the problem being faced. • Exercises good judgement, making fair decisions. • Tests widely for possible reactions to controversial decisions. 	
<p>4. Negotiation and Influencing Ability to persuade and influence others using logic and reason. Able to find and sell solutions that will be accepted.</p>	<ul style="list-style-type: none"> • Sells the benefits of a decision or situation to others. • Backs up arguments with facts. • Uses logic and reason to persuade and influence others. • Presents powerful arguments. 	<ul style="list-style-type: none"> • 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. • Makes sure that everyone involved is satisfied with agreements that have been reached 	<ul style="list-style-type: none"> • 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. • Tailors arguments to include the points that will have the most influence on the others involved. 	<ul style="list-style-type: none"> • 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. • Understands outside partners' preferred approaches to agreeing solutions.
<p>5. Resilience Shows resilience, even in difficult circumstances. Prepared to make</p>	<ul style="list-style-type: none"> • Deals confidently with members of the public, drawing on own skills and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Is reliable in a crisis, 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Manages conflicting pressures 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 3. • Remains focused and in control

<p>difficult decisions and has the confidence to see them through.</p>	<p>experience</p> <ul style="list-style-type: none"> 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. Says 'no' when necessary. 	<p>remains calm and thinks clearly.</p> <ul style="list-style-type: none"> Sorts out conflict and deals with hostility and provocation in a calm and restrained way. Responds to challenges rationally, avoiding inappropriate emotion. Deals with difficult emotional issues and then moves on. 	<p>and tensions.</p> <ul style="list-style-type: none"> Maintains professional ethics when confronted with pressure from others. Copes with ambiguity and deals with uncertainty and frustration Resists pressure to make quick decisions where full consideration is needed. 	<p>of situations.</p> <ul style="list-style-type: none"> Makes and carries through decisions, even if they are unpopular, difficult or controversial. Stands firmly by a position when it is right to do so.
<p>6. 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.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Demonstrates all competencies from previous levels.

<p>7. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<ul style="list-style-type: none"> • Pays attention and shows interest in what others are saying. • Uses correct spelling, punctuation and grammar. • Listens carefully to understand. • Asks questions to clarify issues 	<p>needs of the audience.</p> <ul style="list-style-type: none"> • 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 • Able to provide accurate, clear testimony in a court of law. 	<p>information.</p> <ul style="list-style-type: none"> • Communicates in a way that is understandable and meaningful to everyone. • Checks how effective communication is to the target audience. • Takes every opportunity to reinforce important messages. 	
	<ul style="list-style-type: none"> • 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. • Able to identify risks involved in alternative courses of action. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Identifies and evaluates risks involved in alternative courses of action • Recommends appropriate course of action to supervising practitioners. 	<ul style="list-style-type: none"> • 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. • Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives. 	<ul style="list-style-type: none"> • 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.

Public Service Orientation					
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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. • Awareness of how people and municipality function. 	
<p>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.</p>	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication. • Communicates effectively with colleagues and clients. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Responds to questions with accurate and complete answers. 	<ul style="list-style-type: none"> • 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. • Uses language and style to capture the attention of the audience. 	
<p>3. Service Delivery Orientation The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal</p>	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public. • Understands and articulates 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Establishes a collaborative relationship with the community • Speaks effectively on service 	

processes in order to achieve municipal goals.			community needs. • Manages community expectations within financial, technical and capacity constraints.	delivery matters as required
Management				
<p>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.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members • Actively participates in team activities. • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others. • Able to work in a multi-disciplinary team. • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • 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. • Draws on diverse backgrounds, skills and knowledge of team members.
<p>5. 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.</p>	<ul style="list-style-type: none"> • Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Sets out work for others in a well-planned and organised manner 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Good at establishing clear direction. • Sets out team goals providing clear sense of purpose. 	<ul style="list-style-type: none"> • 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. • Organises resources and inspires others towards focussed performance.
<p>6. Coaching and Mentoring The ability to assess skills, performance, and potential of</p>	<ul style="list-style-type: none"> • Shares knowledge and information and experiences with peers 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shares knowledge and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Has strong subject matter 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Actively involved in the retention

<p>subordinates and to encourage their development with the view of optimising their talent.</p>	<ul style="list-style-type: none"> • Shares knowledge and information with peers and subordinates • Articulates tasks and expectations and sets realistic standards • Anticipates mistakes and freely offers assistance without being overbearing 	<p>information with peers and subordinates</p> <ul style="list-style-type: none"> • Able to identify own development needs 	<p>knowledge</p> <ul style="list-style-type: none"> • 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. • Ability to understand the underlying causes for poor performance and to provide the appropriate support. 	<p>and development of talent within the municipality</p> <ul style="list-style-type: none"> • 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. • Constantly on the lookout for training opportunities for subordinates
<p>7. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<p>Demonstrates competencies from level 1.</p> <ul style="list-style-type: none"> • Commands respect from peers and managers. • Ability to engage and convince various stakeholders. 	<p>Demonstrates competencies from level 1 and 2.</p> <ul style="list-style-type: none"> • Influences others effectively using a number of techniques. • Able to convince, persuade and influence others/ • Commands respect from peers and subordinates. 	<p>Demonstrates competencies from level 1 to 3.</p> <ul style="list-style-type: none"> • Motivates and inspires others • Effectively influences senior management and executive • Establishes support and projects authority and credibility • Uses influence to achieve objectives.

50. VALUER

LEVELS TYPICAL DESIGNATION (These are a guide and not limited to)	1	2	3	4
<p>KNOWLEDGE</p>	<p>Candidate Valuer (Property Environment)</p> <ul style="list-style-type: none"> 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. Understands concepts related to the time value of money. Has knowledge of elemental building costs for residential properties. Understands the concepts of comparable, residual, cost and income valuations. Understands town planning concepts such as zoning and departures, subdivisions and consolidations. Basic knowledge of MS-Excel, MS-Word, Internet Explorer and GIS. Evaluates which valuation method should be used. Understands basic concepts of a mass appraisal systems.(CAMA). 	<p>Candidate Valuer (Valuation of all types of property)</p> <ul style="list-style-type: none"> All valuation techniques. The law of property. Constitutional obligations. Relevant legislation and case law. 	<p>Professional Valuer / Professional Associated Valuer</p> <ul style="list-style-type: none"> Understands basic statistical concepts. Understands CAMA techniques. Knowledge of public sources of information and how to use the information (e.g. data from Rode, SAPOA, IPD). 	<p>Senior Professional Valuer / Senior Professional Associated Valuer</p> <ul style="list-style-type: none"> Demonstrates strong subject matter knowledge. Expert knowledge in particular fields. Displays a good knowledge of elemental costs, and residential values. Displays a good knowledge of commercial and industrial rentals, capitalization rates, vacancy levels and operating costs.

559

EXPERIENCE	Up to 2 years relevant experience required in a property environment	Between 3 and 5 years relevant experience required	Between 5 and 8 years' relevant experience across all property valuation areas	8 years or more relevant experience covering all aspects of the relevant Valuation function.
QUALIFICATION*	Matric	National Diploma in Property Valuations.	National Diploma in Property Valuations.	National Diploma in Property Valuations. Registered as a professional valuer.
COMPETENCY LEVELS				
	1	2	3	4
COMPETENCIES				
Functional / Professional				
1. Information management The gathering and analysis of data, in order to conclude thereon.	<ul style="list-style-type: none"> 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. Managing the central repository and documents. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns. Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. 	<ul style="list-style-type: none"> 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. Document 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 Quality check data entered into management software and extract accurate reports. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Manage, review and analyze information and conclusions. Draft/Review reports and conclude on results obtained. Maintain various electronic packages and systems required for valuation management.
2. Written Communication Communication of complex information in a manner that is understandable (language and	<ul style="list-style-type: none"> Effectively communicates in writing in a manner that requires minimal modification. Take minutes at meetings. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Assists with preparing and reviewing of Pre-reading and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Prepare SCM documents in accordance with approved 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 to 3. Develops reporting templates, process and guidelines -

<p>format) to the specific audience.</p>	<ul style="list-style-type: none"> • Produce electronic presentations • Prepare clear and concise documents /working papers as and when needed. • Proof reads documents with close attention to detail. 	<p>training material, policies, and guidelines.</p> <ul style="list-style-type: none"> • Communication with role-players on their roles and responsibilities. • Sound report writing skills. • Numerical, alphabetical and written accuracy. 	<p>methodology, format and standards.</p> <ul style="list-style-type: none"> • Adequately review, analyse and quality control. • Accurately report back on approved templates reporting information required with regards to valuation processes • Escalates/clearly communicated to the next level and is actioned and supported with valid reasoning if and when required. 	<p>mentoring and guiding previous levels.</p> <ul style="list-style-type: none"> • Prepares considered, high quality written communications including correspondence and reports to oversight and committees. • Prepare and/or Review reports to committees, ensuring clear and concise communication to appropriate parties.
<p>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.</p>	<ul style="list-style-type: none"> • Understands how the valuations 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. • Awareness of the issues impacting service delivery. 	<ul style="list-style-type: none"> • 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. • In-depth knowledge of the issues impacting service delivery. 	<ul style="list-style-type: none"> • 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. • Contributes information toward addressing the municipality's service delivery challenges. 	<ul style="list-style-type: none"> • 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. • In-depth knowledge of the municipality's challenges in delivering municipal services.
<p>4. Task management Plans, manages, monitors and evaluates specific activities in order</p>	<ul style="list-style-type: none"> • Effectively allocates own time to complete work. • Takes advantage of available 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Coordinates own and others' 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Consistently identifies 	<ul style="list-style-type: none"> • Demonstrates competencies from levels 1 to 3. • Knows and relies on the

<p>to deliver the desired outputs and outcomes.</p>	<p>resources (individuals, processes, departments, and tools) to complete work efficiently.</p> <ul style="list-style-type: none"> • Able to prioritise tasks (identifies more critical and less critical activities and tasks; adjusts priorities when appropriate). • Remains focused on task at hand (uses time effectively and prevents irrelevant issues or distractions from interfering with work completion). 	<p>schedules to avoid conflicts.</p> <ul style="list-style-type: none"> • Checks quality of work against predetermined specifications. • Ensures that established procedures for completing work tasks are followed. • Initiates action to correct quality problems or notifies others of quality issues as appropriate. 	<p>appropriate resources for a variety of assignments.</p> <ul style="list-style-type: none"> • 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. 	<p>'experts' in various fields who can address and solve special problems.</p> <ul style="list-style-type: none"> • 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). • Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints or deadlines.
<p>5. 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.</p>	<ul style="list-style-type: none"> • 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 terms of reference). • Prioritises activities effectively to ensure that tasks are completed within schedule 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Manages the inputs of subordinate personnel • Determines the procurement / tender policy for the project. • Coordinates preparation of project documentation. • Manages projects to the agreed standards. • Manages resources to achieve the project objectives. • Prioritises activities to ensure 	<ul style="list-style-type: none"> • 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 strategies. • Finalises and approves 	<ul style="list-style-type: none"> • 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. • Prioritises multiple resources to meet competing deadlines. • Finalises project concept and feasibility in terms of demand

562

	<ul style="list-style-type: none"> Ensures compliance with budgetary requirements 	<p>that project is completed within schedule.</p> <ul style="list-style-type: none"> Completes project to ensure budget spent on time. 	<p>project documentation.</p> <ul style="list-style-type: none"> Manages multiple project schedules. 	<p>planning.</p> <ul style="list-style-type: none"> Manages, co-ordinates and integrates processes within the project scope, time, cost and quality parameters.
<p>6. Financial Management Displays an awareness of budgetary constraints and operates prudently within financial limits.</p>	<p>Not applicable</p>	<p>Not applicable</p>	<ul style="list-style-type: none"> 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 alignment of financial resources. Interprets financial statements. 	<ul style="list-style-type: none"> Demonstrates competencies from level 3. Understands financial statements and their applicability to valuations.
<p>7. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> Undertakes routine tasks. Has developed a level of skill and experience in a technical area of work. Is aware of factors that may negatively impact the completion of a job. 	<ul style="list-style-type: none"> 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 principles. Ability to read schematic drawings and basic designs. Understands the use and application of the full range of appropriate tools and equipment. Has the ability to identify task specific problems and analyze all factors that influence the 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 and 2 and; 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. Ensures knowledge transfer and training and mentoring of more junior staff. 	<ul style="list-style-type: none"> Demonstrates competencies from levels 1 to 3.

		<p>solution. This will involve various activities specific to valuations involving: designing, constructing, repairing, fabricating, fault finding and diagnostics.</p> <ul style="list-style-type: none"> • Applies previous learnings to new/different situations. • Accomplishes task without asking for guidance or instruction. 		
Public Service Orientation				
<p>1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.</p>	<ul style="list-style-type: none"> • Able to establish rapport and gets on with others • Communicates effectively • Acknowledges contributions of others. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Wins concessions without damaging relationships. 	<ul style="list-style-type: none"> • 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. • Awareness of to how people and municipality function.
<p>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.</p>	<ul style="list-style-type: none"> • Contributes to assignment reports by providing information gathered by standard methods • Demonstrates effective oral and written communication 	<ul style="list-style-type: none"> • 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. • Structures written documents in a logical framework. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Commitment to excellence • Keeps commitments and promises in undertaking tasks and meeting deadlines 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Professional in interaction with general public and stakeholders 	<ul style="list-style-type: none"> • Responds to questions with accurate and complete answers • Communicates effectively with people at all levels 	<ul style="list-style-type: none"> • Communicates effectively at senior levels. • Handles sensitive one-on-one discussions effectively • Uses language and style to capture the attention of the audience.
<p>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.</p>			<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Engages effectively with general public • Understands and articulates community needs in sector plans • Manages community expectations within financial, technical and capacity constraints 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Speaks effectively on service delivery matters to the media.
Management				
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> • Makes positive impact and comes across as confident professional. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Commands respect from peers and managers. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Influences others effectively using a number of techniques • Able to convince, persuade and influence others. • Effectively influences senior management. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 to 3. • Motivates and inspires others • Establishes support and projects authority and credibility • Uses influence to achieve objectives.
<p>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.</p>	<ul style="list-style-type: none"> • Cooperates and works well with other team members. • Actively participates in team activities • Shows consideration towards others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Shows initiative and confidence in dealing with others • Able to work in a multi-disciplinary team. • Shares information and collaborates easily with others. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Fosters a strong sense of team belonging. • Contributes towards positive climate within team. • Involves and empowers team in setting and achieving goals. 	<ul style="list-style-type: none"> • 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

CONTINUES ON PAGE 770 - PART 7



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 7 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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40293



AIDS HELPLINE: 0800-0123-22 Prevention is the cure

<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. 	<p>value of diverse views.</p> <ul style="list-style-type: none"> Draws on diverse backgrounds, skills and knowledge of team members. 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. Organises resources and inspires others towards focused performance.
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates Articulates tasks and expectations and sets realistic standards Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> 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. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> 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 individual's 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 	<ul style="list-style-type: none"> 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.

			staff.	<ul style="list-style-type: none"> Recognises the need for and provides individuals with guidance on how to handle new or difficult situations.
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51. WATER CONSERVATION / WATER POLLUTION CONTROL

	1	2	3
LEVELS			
TYPICAL CAREER DESIGNATIONS	Assistant Water Conservation Officer Assistant Water Pollution Control Officer	Water Conservation Officer Water Pollution Control Officer	Senior Water Conservation Officer Senior Water Pollution Control Officer
QUALIFICATION	A appropriate 3 year tertiary qualification.	A appropriate 3 year tertiary qualification.	A appropriate 3 year tertiary qualification.
KNOWLEDGE	Functional knowledge of water conservation. Functional knowledge of water pollution. Knowledge of water and sanitation industry.	Functional knowledge of water conservation. Functional knowledge of water pollution. Knowledge of water and sanitation industry.	Functional knowledge of water conservation. Functional knowledge of water pollution. Knowledge of water and sanitation industry.
EXPERIENCE	1 Year experience required.	3 Years' experience required.	5 Years' experience required.

COMPETENCIES				
COMPETENCY LEVELS	1	2	3	4
Functional / Professional				
<p>1. Project Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • Uses computer software programmes to help manage projects (MS project, etc.) • Establishes broad stakeholder involvement and communicates the project status and key milestones • Maintains project records (working papers, audit trails, evidence of sign-offs by senior managers) • Check quality of work against pre-determined specifications 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises the team and develop a work plan • Manages the contractual aspects, ensuring that all work is performed in accordance to the contract • Manages multiple projects/programmes • Prioritises multiple resources to meet competing deadlines. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Defines roles and responsibilities for project team members and clearly communicates expectations. • Sets and manages service level agreements with contractors. • Identifies and manages risks to the project by assessing potential risks and building contingencies into project plans. 	
<p>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/functional results of the work unit.</p>	<ul style="list-style-type: none"> • Contributes to planning by compiling and collating information from research, surveys and studies. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Organises and plans on a quarterly and annual basis • Organises, prioritises and schedules tasks so that they can be performed within budget and with efficient use of time and resources • Develops contingency plans for potential problems • Assists others to plan and organise their work 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Contributes to the development of the municipality's annual work plans. • Measures progress and monitors performance and results. • Identifies and allocates resources. 	

<p>3. Policy Conceptualisation The ability to formulate, advise on and undertake urban development policy and policy processes to ensure quality policy to guide and inform the achievement of objectives, programmes, projects and decision making.</p>	<ul style="list-style-type: none"> • Has working knowledge of relevant policies. • Able to access and prepare policy summaries. • Able to draft inputs to policy processes. • Able to prepare inputs to policy content. • Able to monitor, track and report on policy development processes. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • In-depth knowledge of relevant policies and their application. • Is able to identify challenges and opportunities relating to policy formulation and implementation. • Is able to provide comment and input on the policies and their implementation. • Able to provide policy formulation advice. • Able to monitor and provide reports on urban development policies. • Able to prepare the implications of policies for municipality. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Able to identify and analyse existing policies and their implementation and make recommendations of amendments to bring about improvement. • 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. • Advise leads and coordinates policy formulation, development and monitoring processes. • Ability to advise on the translation of policy into action plans and conceptualises the long term effects of the desired outcomes of the policy. • Monitors and reports on policy implementation. 	
<p>4. Task Management Plans, manages, monitors and evaluates specific activities in order to deliver the desired outputs and outcomes.</p>	<ul style="list-style-type: none"> • Organises the team and develops a work plan • Effectively allocates own time to complete work • Coordinates own and others' schedules to avoid conflicts. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Defines roles and responsibilities for project team members and clearly communicates expectations. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Consistently identifies appropriate resources for a variety of assignments. • Provide guidance and 	

	<ul style="list-style-type: none"> • Able to use resources optimally. • Able to prioritise tasks. • Identifies more critical and less critical activities and tasks and adjusts priorities when appropriate. • Remains focused on task at hand • Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion • Ensures that established procedures for completing work tasks are followed • Initiates action to correct quality problems or notifies others of quality issues as appropriate 	<ul style="list-style-type: none"> • Manages multiple teams. • Able to prioritize multiple resources to meet competing deadlines. • Monitors and controls activities by maintaining a log of work, production, or maintenance. • Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently. 	<p>instruction when delegating.</p> <ul style="list-style-type: none"> • 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. 	
<p>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'.</p>	<ul style="list-style-type: none"> • 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 • Involves the appropriate people, to resolve complex task related problems 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Demonstrates logical, consequential thinking • Demonstrates the ability to break down complex problems related to delegated tasks into manageable parts and identify solutions 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Resolves problems and challenges at a workshop or depot level that are within clearly defined parameters • Generates various solutions / options and contingency plans for localized problems 	
<p>6. Attention to Detail Ability to scrutinise own work and that of others to ensure accuracy and compliance with the relevant</p>	<ul style="list-style-type: none"> • Checks work for errors and omissions before submission. 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1. • Checks work of subordinates for errors and 	<ul style="list-style-type: none"> • Demonstrates competencies from level 1 and 2. • Maintains a project checklist covering all detail which 	

570

<p>engineering standards.</p>		<p>omissions before submission.</p> <ul style="list-style-type: none"> Ensures all details of a task are accomplished Checks against standards and regulations. 	<p>might be overlooked</p> <ul style="list-style-type: none"> Ensure that all information is available in the preparation of documentation. 	
<p>7. Operations and Maintenance 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>	<ul style="list-style-type: none"> 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 Monitors and assesses the efficiency and reliability of services 	<ul style="list-style-type: none"> 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 Mitigates health, safety and environmental risks 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Develops operating rules and procedures for systems Makes judgment 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 Ensure 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. Liaises with other both internal and external on integrated service delivery 	

<p>8. Information Management The gathering and analysis of data, in order to conclude thereon.</p>	<ul style="list-style-type: none"> 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. Managing the central repository and documents. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Perform data analysis in monitoring and reporting templates checking for anomalies that is indicative of obvious errors or concerns. Identifying concerns and improvement areas that need to be addressed in terms of monitoring data. 	<p>matters.</p> <ul style="list-style-type: none"> 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 Principal Practitioner and management with the analyzing and interpreting and of quarterly risk trends as well as gaps and duplications Quality check data entered into management software and extract accurate reports. 	
<p>9. Discipline Specific Skills Shows a satisfactory level of technical skill, knowledge, experience and qualifications relevant to the role.</p>	<ul style="list-style-type: none"> Undertakes routine tasks Has developed a level of skill and experience in a technical area of work Is aware of factors that may negatively impact the completion of a job 	<ul style="list-style-type: none"> 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 principles. Understands the use and application of the full range of appropriate tools and equipment. Has essential knowledge of operations and maintenance 	<ul style="list-style-type: none"> 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. Ensures knowledge transfer 	

572

		<ul style="list-style-type: none"> of equipment and infrastructure. Has the ability to identify task specific problems and analyze 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. Applies previous learnings to new/different situations Accomplishes tasks within a specific trade without asking for guidance or instruction. 	and training and mentoring of more junior staff.
Public Service Orientation			
1. Interpersonal Relationships The ability to establish and maintain productive relationships with people within and outside of the municipality.	<ul style="list-style-type: none"> Able to establish rapport and gets on with others. Communicates effectively Acknowledges contributions of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Wins concessions without damaging relationships.
2. Communication The capacity to listen attentively, grasp issues, present information in a clear manner and respond	<ul style="list-style-type: none"> Contributes to assignment reports by providing information gathered by standard methods. Demonstrates effective oral and 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Organises and presents own perspective in logical manner 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Captures complex issues clearly and concisely.

appropriately to verbal and written communication of others.	written communication.	<ul style="list-style-type: none"> Adapts communication contents to the audience. Uses terminology appropriate to the audience. Structures written documents in a logical framework. 	<ul style="list-style-type: none"> 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.
<p>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.</p>	<ul style="list-style-type: none"> Commitment to excellence Keeps commitments and promises in undertaking tasks and meeting deadlines. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Professional in interaction with general public and stakeholders. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Engages effectively with general public. Understands and articulates community needs in sector plans. Manages community expectations within financial, technical and capacity constraints.
Management			
<p>1. Impact and Influence The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<ul style="list-style-type: none"> Makes positive impact and comes across as confident professional 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Commands respect from peers and managers 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Influences others effectively using a number of techniques Able to convince, persuade and influence others Effectively influences senior management
<p>2. Team Orientation The capacity to promote a cooperative climate, understand</p>	<ul style="list-style-type: none"> Cooperates and works well with other team members Actively participates in team 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Shows initiative and confidence 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Fosters a strong sense of team

<p>group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>activities</p> <ul style="list-style-type: none"> Shows consideration towards others 	<p>in dealing with others</p> <ul style="list-style-type: none"> Able to work in a multi-disciplinary team Shares information and collaborates easily with others 	<p>belonging</p> <ul style="list-style-type: none"> Contributes towards positive climate within team Involves and empowers team in setting and achieving goals. 	
<p>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.</p>	<ul style="list-style-type: none"> Has a clear sense of his/her own and team goals 	<ul style="list-style-type: none"> Demonstrates competencies from level 1. Sets out work for others in a well-planned and organised manner. 	<ul style="list-style-type: none"> Demonstrates competencies from level 1 and 2. Good at establishing clear direction. 	
<p>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.</p>	<ul style="list-style-type: none"> Shares knowledge and information with peers and subordinates. Articulates tasks and expectations and sets realistic standards. Anticipates mistakes and freely offers assistance without being overbearing. 	<ul style="list-style-type: none"> 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. Recognises the need for and provides individuals with guidance on how to handle new or difficult situations. 	<ul style="list-style-type: none"> 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 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. Understands requirements for professional development of staff. 	

ANNEXURE B APPLICATION FORM FOR EMPLOYMENT

1. The purpose of this form is to assist a municipality in selecting suitable candidates for an advertised post.
2. This form must be completed in full, accurately and legibly. All substantial information relevant to a candidate must be provided in this form. Any additional information may be provided on the CV.
3. Candidates shortlisted for interviews may be requested to furnish additional that will assist municipalities to expedite recruitment and selection processes.
4. All information received will be treated with strict confidentiality and will not be used for any other purpose than to assess the suitability of the applicant.
5. This form is designed to assist municipality with the recruitment, selection and appointment of senior managers in terms of the Municipal Systems Act, 2000 (Act No. 32 of 2000)

DETAILS OF THE ADVERTISED POST (as reflected in the advert)

Advertised post applying for	
Reference number	
Name of the Municipality	
Notice service period	

PERSONAL DETAILS

Surname					
First Names					
ID or Passport Number					
Gender	Male		Female		
Race	African	White	Coloured	Indian	
Do you have a disability?	Yes	No	If yes, elaborate		
Are you a South African Citizen?	Yes	No	If not, what is your nationality?		
			And do you have a valid work Permit?	Yes	No
Do you hold any political office in a political party, whether in a permanent, temporary or acting capacity?	Yes	No	Name of political party	Position Held	Expiry date
Do you hold a professional membership with any professional body?	Yes	No	Name of professional body	Membership Number	Expiry date

CONTACT DETAILS

Telephone number during office hours	()
Mobile phone number	
Postal address	
	Code:
Email Address	
Preferred language of communication	

QUALIFICATIONS (please elaborate on your CV)

Highest educational qualification obtained
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576

Name of the School		Highest Grade	Year Obtained
Highest tertiary qualification obtained			
Name of Institution	Name of a qualification	NQF level	Year Obtained

WORK EXPERIENCE (please elaborate on your CV)

Employer (starting with the most recent)	Post held	From		To		Reason for leaving
		Month	Year	Month	Year	

DISCIPLINARY RECORD

Have you been dismissed for misconduct during the past ten (10) years?	Yes		No	
If yes, Name of Municipality/ Municipality				
Type of a Misconduct/ Transgression				
Date of Resignation/ Disciplinary case finalised				
Award/ sanction				
Have you been accused of an alleged misconduct during the past ten (10) years and have resigned from your job pending finalisation of the disciplinary proceedings?	Yes		No	

CRIMINAL RECORD

Have you been convicted of any criminal offence in a court of law during the past ten (10) years?	Yes		No	
If yes, type of criminal act				
Date criminal case finalised				
Outcome/ Judgment				

REFERENCES (please elaborate on your CV)

Name of Referee	Relationship	Tel (office hours)	Cellphone Number	Email

DECLARATION

I hereby declare that all the information provided in this application and any attachments in support thereof is to the best of my knowledge true and correct. I understand that any misrepresentation or failure to disclose any information may lead to my disqualification or termination of my employment contract, if appointed.

Signature:	Date:
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ANNEXURE C**DECLARATION OF CONFIDENTIALITY BY MEMBER OF SELECTION PANEL****DECLARATION OF CONFIDENTIALITY BY MEMBER OF SELECTION PANEL
INTERVIEWS FOR THE ADVERTISED POST OF _____****DATE:** _____

I, _____ hereby declare that I have read the provisions of regulation 25 (5)(c) of the Local Government: Municipal Staff Regulations.

I hereby further declare that—

- (a) I have no personal interest in any of the interviewed candidates;
- (b) I do not have any relationship whatsoever with the interviewed candidates;
- (c) I am not indebted to any of the interviewed candidates or vice versa;
- (d) My participation in these interviews will not in any way constitute a conflict of interest;
- (e) I will not unduly influence or attempt to influence the appointment or promotion for a spouse, partner, family member or associate;
- (f) I will not discuss the outcome of these interviews or inform any candidate who has been interviewed about the outcome of these interviews; and
- (g) I will keep all the discussions emanating from the interview process strictly confidential and I will not disclose any information to any candidate or person who is not part of the selection panel until such time that the municipal manager or staff member designated by the municipal manager has approved the recommendations of the selection panel and the successful candidate has been duly informed about the outcome of the decision.

SIGNED at _____ on this _____ of _____ 20__.

SIGNATURE OF PANEL MEMBER

SIGNATURE OF CHAIRPERSON

ANNEXURE D
TABLE OF CATEGORIES OF MISCONDUCT RESTRICTING RE-APPOINTMENT OF PERSONS IN MUNICIPALITY

Column A ITEM	Column B CATEGORY OF MISCONDUCT	Column C PERIOD (YEARS)
1.	Financial misconduct contemplated in section 171 of the Municipality Finance Management Act, corruption or fraud	10
2.	(a)(a) Gross misconduct involving elements of dishonesty or gross negligence.	10
	(b)(b) Misconduct involving elements of dishonesty or negligence.	6
3.	(a)(a) Assault with intent to do grievous bodily harm where a staff member has been criminally charged and convicted.	12
	(b)(b) Sexual harassment	10
4.	Colluding or acceding to an influence of any councillor not to enforce an obligation in terms of this Act, any other legislation or by-law or a decision of the municipal council of the municipality, and who has been found guilty of an offence and convicted to a fine or to imprisonment for a period not exceeding one year.	5
5.	Facilitating or aiding an occupier of premises in a municipality to deny an authorised representative of the municipality or a service provider access at all reasonable times to the premises in order to read, inspect, install, or repair any meter or service connection for reticulation, or to disconnect, stop or restrict the provision of any service.	5
6.	Convicted of an offence and sentenced to more than 12 months imprisonment without the option of a fine.	5
7.	(a)(a) Used the position as a staff member or confidential information for private gain or to improperly benefit another person.	5
	(b)(b) Disclosed of any privileged or confidential information obtained as a staff member of a municipality to an unauthorised person or persons.	5
	(c) Took a decision on behalf of the municipality concerning a matter that the senior manger's spouse, partner or business associate, has a direct benefit or private business interest.	5
8.	Being party to or beneficiary under a contract for the provision of goods and services to any municipality or any municipal entity established by a municipality.	5
9.	Soliciting or accepting directly or indirectly any gift or favour that may influence the exercise of his or her functions, the	5

	performance of his or her duties, or judgment.	
10.	Discrimination against others on the basis of race, gender, disability, sexual orientation or others grounds prohibited by the Constitution.	5
11.	Breach of the Code of Conduct for Municipal Staff as contained in Schedule 2 of the Municipal Finance Management Act, other than misconduct referred to in item 1 to 10 in this table.	2

ANNEXURE E

CODE OF ETHICS

Professionalism in Local Government Sector

1. (1) Professionalism in local government, as in other parts of the public sector, is particularly important because public office involves public trust, which can only be maintained if public officials acknowledge the primacy of the public interest and are able, through their actions, to promote public confidence in the effectiveness and integrity of municipal services.
(2) In promoting improved standards of professional behaviour and conduct in local government, emphasis must be placed on the observance by staff of professional ethical principles and values.
(3) These principles are of a higher moral standard than other norms and standards because they deal with normative issues of what is commonly accepted as 'right' or 'wrong,' rather than what is merely desirable.
(4) Items 2 to 13 contain what is expected of all staff.

Selflessness

2. Staff should serve only the public interest, and should not use their official positions or authority for the advancement of the personal or financial interests of themselves, family or friends.

Stewardship

3. Staff should at all times ensure that public resources for which they are responsible are administered in an efficient and effective manner, and in accordance with the law.

Integrity

4. (1) Staff should not place themselves under any financial or other obligation to outside individuals or municipalities that might influence them in the performance of their official duties.
(2) They should also not solicit or receive directly or indirectly any gift or favour that may influence the exercise of their functions, the performance of their duties or their judgement.

Impartiality and fairness

5. (1) Staff should be fair and impartial in the performance of their functions and, in particular, in their relations with the public.
(2) They should at no time afford any undue preferential treatment to or improperly discriminate against any group or individual, and should treat people with respect, regardless of their race, age, religion, gender, disability or sexual orientation.

Objectivity

6. In carrying out local government business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, staff members should make their choices solely according to objective criteria of merit.

Honesty

7. (1) Staff should at no time improperly use local government moneys, property, services or information that is acquired in the performance of their official duties for activities unrelated to their official work.

(2) They also have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Confidentiality

8. Matters of a confidential nature in the possession of staff members should be kept confidential unless national legislation, the performance of duty or the needs of justice require otherwise.

Accountability and openness

9. (1) Staff members are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

(2) They should also be open as possible, within the legal framework, about all the decisions and actions that they take.

(3) They should give reasons for their decisions and restrict information only when the wider local government interest demands it.

Political neutrality

10. (1) Staff members should maintain a strict professional detachment from partisan political activity that otherwise could impair public confidence in the impartial performance of their functions and duties.

(2) At the same time, elected political office holders should not unduly interfere with or try to influence the powers, duties and responsibilities that fall within the specific knowledge and skills of staff members.

Respect for others

11. Staff should promote equity and equality by not discriminating unlawfully against any person or group.

Constitutional and legal duty

12. Staff should uphold the Constitution and law and, on all occasions, act in accordance with the trust that the public is entitled to place in them.

Leadership

13. Staff should promote and support these principles by leadership and example.

**ANNEXURE F
GRIEVANCE FORM**

PLEASE READ THE FOLLOWING INSTRUCTIONS BEFORE COMPLETING THE FORM

1. This form must be used to lodge a grievance (excluding an alleged unfair dismissal) when you have been unable to resolve the problem by using informal discussion.
2. You may be assisted or represented by a fellow employee or a trade union representative of a registered and recognised trade union.
3. It is important to complete all information accurately. When the form is completed, it must be given to the staff member designated to facilitate grievances at your municipality. The municipality will attach this form to the grievance documentation and it will be used through all stages of the grievance procedures.
4. At each stage where a person within the relevant structure of the municipality attempts to resolve the grievance, each party will complete the appropriate part of the form. You will be given an opportunity to respond to each and every comment.
5. At the conclusion of each stage of the grievance procedure, the municipality will provide you with a copy of the completed form.
6. Once the grievance has been resolved, you do not need to complete the rest of the form.
7. The department responsible for human resources in the municipality will then file the form. It may be used for the purposes of gathering and reporting upon human resource statistics.
8. You are required to complete Parts A and B of this form and to then hand it to the staff member designated to facilitate grievances at your municipality. The staff member will affix his or her signature in the block below Part B of the form to indicate that the grievance has been received. Ensure that you receive a copy of the form where receipt of your grievance has been acknowledged.
9. Part C of the grievance form will be completed by the municipality and you during the various stages where attempts will be made to resolve the grievance.

583

PART A:
PERSONAL INFORMATION

To be completed by aggrieved employee

Initials and Surname:	
Employee number:	
Employing municipality:	
Department :	
Rank/Designation:	
Date on which you became aware of the alleged grievance:	
Contact information Tel No: Fax No: Email:	
Name of representative (where applicable):	
Name of trade union (where applicable) :	
Contact information of trade union: Tel No: Fax No: Email:	

584

PART B:**DETAILS OF GRIEVANCE***To be completed by aggrieved staff member***What are you aggrieved about?** (If the space below is not enough, please attach additional page(s).)**What solution do you propose?**

SIGNED: _____
STAFF MEMBER **DATE**

Receipt of grievance form acknowledged and copy given to aggrieved employee

DESIGNATED STAFF MEMBER **DATE**
Name:
Rank:

PART C:
GRIEVANCE RESOLUTION: LEVELS

NOTES:

This part of the form makes provision for various levels of authority to attempt to resolve the dispute. There are, however, no prescribed levels for the resolution of a grievance. Depending on the circumstances, one or more pages below need to be completed.

If the grievance cannot be resolved up to level of Head of Department, it has to be submitted to the municipal manager (i.e. the page below that specifically refers to the municipal manager has to be completed).

The grievance must be dealt with by all the applicable levels (including the executing authority) within a period of no longer than 30 days, unless extended by written agreement with the aggrieved employee. Should the grievance not be attended to within the period of 30 days (or an extended period agreed to with the aggrieved staff member), in the case of an alleged unfair labour practice, the aggrieved staff member has the right to submit the grievance to the South African Local Government Bargaining Council to be dealt with in terms of the dispute resolution procedures.

LEVEL: _____

(Indicate official relationship to aggrieved staff member - e.g. supervisor, head of division/ component, head of department.)

To be completed on behalf of municipality

Name: _____

Designation: _____

Tel No: _____

Fax No: _____

Email: _____

Was grievance resolved? Yes — No —

If yes, give details of agreement. (If the space below is not enough please attach additional page(s).)

SIGNED: _____
ON BEHALF OF MUNICIPALITY DATE

To be completed by staff member

Was grievance resolved? Yes— No—

Do you have any comments?

SIGNED: _____
STAFF MEMBER DATE

LEVEL: _____

(Indicate official relationship to aggrieved staff member - e.g. supervisor, head of component, head of department.)

To be completed on behalf of municipality

Name: _____

Designation: _____

586

Tel No: _____
Fax No: _____
Email: _____

Was grievance resolved? Yes— No—

If yes, give details of agreement. (If the space below is not enough please attach additional page(s).)

SIGNED: _____
ON BEHALF OF MUNICIPALITY DATE

To be completed by staff member

Was grievance resolved? Yes— No—

Do you have any comments?

SIGNED: _____
STAFF MEMBER DATE

LEVEL: MUNICIPAL MANAGER

To be completed by municipal manager or his or her designate

Decision in respect of grievance and reasons for decision. (Please attach additional page(s) if necessary.)

SIGNED: _____
MUNICIPAL MANAGER DATE

To be completed by aggrieved staff member

Was grievance resolved? Yes—No—

587

If no, please explain why you are still dissatisfied:

SIGNED: _____
STAFF MEMBER **DATE**

588

ANNEXURE G
WRITTEN WARNING

Municipality: _____
Staff member: _____
Designation: _____
Department: _____
Date of issue: _____

Dear _____

WRITTEN WARNING

This letter serves as a written warning in that you breached the Disciplinary Code and Procedure in the following respect(s):

[provide date and details of misconduct]

This written warning is valid for six months from the date of issue.

This warning will be retained in your personnel file.

If you are found guilty of a further misconduct while this warning is still in force, this warning could influence the sanction that will be imposed on you.

We regret that this action has been necessary and sincerely hope that your future conduct will make it unnecessary for us to invoke further action to ensure that you maintain acceptable levels of behaviour.

You are required to sign a copy of this written warning below as acknowledgement of receipt hereof.

Yours faithfully

Signature: _____
Designation: _____
Date: _____

I, the undersigned employee, hereby acknowledge that I received this written warning.

Signature of Staff member: _____
Date: _____

Signature of Witness: _____
[if necessary]
Date: _____

**ANNEXURE H
FINAL WRITTEN WARNING**

Municipality: _____
Staff member: _____
Designation: _____
Department: _____
Date of issue: _____

Dear _____

FINAL WRITTEN WARNING

This letter serves as a final written warning in that you breached the Disciplinary Code and Procedure in the following respect(s):

[provide date and details of misconduct]

This final written warning is valid for 12 months from the date of issue.

This warning will be retained in your personnel file.

If you are found guilty of a further misconduct while this warning is still in force, this warning could influence the sanction that will be imposed on you.

We regret that this action has been necessary and sincerely hope that your future conduct will make it unnecessary for us to invoke further action to ensure that you maintain acceptable levels of behaviour.

You are required to sign a copy of this final written warning below as acknowledgement of receipt hereof.

Yours faithfully

Signature: _____
Designation: _____
Date: _____

I, the undersigned employee, hereby acknowledge that I received this final written warning.

Signature of Staff member: _____
Date: _____

590

Signature of Witness: _____
(if necessary)
Date: _____

ANNEXURE I
NOTICE TO ATTEND DISCIPLINARY HEARING

Details of the parties

Municipality: _____

Staff member: _____

Staff member's ID: _____

Date of Notice: _____

Details of the disciplinary hearing

You are hereby notified that a disciplinary hearing will be held on:

Date: _____

Time: _____

Venue: _____

Allegations of misconduct

It is alleged that you have committed the following misconduct:

[Set out the allegation or allegations of misconduct. Describe the essential elements of the incident or incidents relating to each allegation of misconduct and the date when or period within which the incident or incidents occurred in sufficient detail to allow the staff member accused of misconduct to prepare for the hearing.]

Your rights

Your rights are set out in full in Chapter 9 of the Local Government: Municipal Staff Regulations. However, your attention is drawn to the following:

1. You have the right to be represented at the disciplinary hearing by a fellow staff member. It is your responsibility to arrange for your representative.
2. If you are a trade union representative, official or office bearer of a registered and recognised trade union:
 - (a) you may be represented by a trade union official; and
 - (b) the municipality will notify your trade union and consult with it before the disciplinary hearing commences.
3. You may submit documentary evidence, bring witnesses and question witnesses called by the municipality. It is your responsibility to arrange for witnesses to attend the hearing. If any of your witnesses are staff members of the municipality, before the hearing you must advise your supervisor of their names and details so that the necessary arrangements can be made to release them from duty.

4. If you require an interpreter, you must advise the person who signed this notice at least 48 hours before the hearing takes place of the need for an interpreter and the languages to be interpreted.
5. You will be given the opportunity at the disciplinary hearing to make representations both in respect of the allegations of misconduct and, if necessary, in the determination of a sanction.
6. Unless the chairperson of the hearing orders otherwise, the municipality will provide you with copies of the documents that it intends to use at the hearing and give you access to all relevant documents that are not privileged or confidential and private.
7. If you fail or refuse to attend the disciplinary hearing without good cause, the hearing may continue in your absence.
8. You are required to acknowledge receipt of this notice by signing it in the appropriate space below. By signing this form, you in no way admit that you have committed the allegation or allegations of misconduct.

Signature: _____

Designation: _____

Date: _____

Staff Member

Date

Witness (if necessary)

Date

DEPARTMENT OF HEALTH

NO. 1075

23 SEPTEMBER 2016

HAZARDOUS SUBSTANCES ACT, 1973 (ACT NO.15 OF 1973)

GROUP I, CATEGORY B, HAZARDOUS SUBSTANCES: DECLARATION

In terms of section 2(1) (a) of the Hazardous Substances Act, 1973 (Act No. 15 of 1973), read with section 2(3) (a), of the said Act, I Dr Aaron Motsoaledi, Minister of Health, hereby intent to declare the substances mentioned in the schedule hereto and mixture containing such substances, products or materials to be Group I, Category B hazardous substances.

Interested persons are invited to submit substantiated comments or representations on the proposed declaration to the Director-General: Department of Health, Private Bag X 828, Pretoria, 0001 (for the attention of the Director: Environmental Health), by fax to: 012- 395 8802, attention: Ms Aneliswa Cele, or by e-mail to: CeleA@health.gov.za, within three (3) months from the date of publication of this notice

SCHEDULE

Group I, Category B hazardous substances

1. (1) All pesticides substances listed in Annexure III of the Rotterdam Convention;
- (2) All pesticides substances listed in Annexure A, B and C of the Stockholm Convention;

- (3) Class 6.1: Poisonous (toxic) substances specified in Annexure E of the South African Bureau of Standards latest Code of Practice 10228: The identification and classification of dangerous goods for transport by road and rail modes; and classified as acute toxicity oral or dermal category Ia or Ib in terms of the latest World Health Organization Recommended Classification of Pesticides, except when these substances and preparations and admixtures thereof are scheduled substances under the Medicines and Related Substances Control Act, 1965 (Act No. 101 of 1965).

Applicability of Group I Hazardous Substances Regulations

2. Any person engaged in the selling of Group I, Category B hazardous substances shall comply with the provisions of Regulations relating to Group I hazardous substances.

Repeal

3. Government Notice No. R 1381 published in *Government Gazette* 15907 dated 12 August 1994 is hereby repealed.



DR AARON MOTSOALEDI, MP

MINISTER OF HEALTH

DATE: 9/8/2016

DEPARTMENT OF HOME AFFAIRS

NO. 1076

23 SEPTEMBER 2016

ALTERATION OF SURNAMEN IN TERMS OF SECTION 26 OF THE BIRTHS AND DEATHS REGISTRATION ACT, 1992 (ACT NO. 51 OF 1992)

The Director-General has authorized the following persons to assume the surnames printed in *italics*:

1. Matodzi Mushoma - 960614 5764 085 - Stand No 1409, MADOMBIDZHA, 0921 - *Malotsha*
2. Phelisa Nongwende - 891227 1381 087 - Vlei Area, LUSIKISIKI, 4820 - *Maqhashalala*
3. Mahlaku Abel Leshuru - 850208 5704 085 - 264 Dijon Street, LOTUS GARDEN, 0018 - *Koma*
4. Kenneth Bayly Estehhuizen Koekemoer - 780724 5264 081 - Gk13 De Vlei, GROOTDRAKRIVIER, 6525 - *Esterhuizen*
5. Munyadziwa Sophy Masindi - 820729 0511 081 - 3118 Leratong Street, Extension 2, MAMELODI EAST, 1122 - *Mbedzi*
6. Sematsane Constance Papo - 860317 0476 082 - 13209 Phase Two, BRAAMFISHERVILLE, 1875 - *Ledwaba*
7. Nhlanhla Mlungu Ngidi - 801030 5052 087 - 8378 Rantsoe Street, Extension 9, Marimba Gardens, VOSLOORUS, 1475 - *Nkosi*
8. Lindani Musawenkosi Gumbi - 900214 6118 085 - Stand No 6993, OSIZWENI, 2952 - *Nkosi*
9. Andrea Shannon Kelly - 950316 1205 087 - 361 Winkler Avenue, Eersterust, PRETORIA, 0022 - *Williams*
10. Fumani Marlon Mafuyeka - 840403 5776 083 - 26565 Anton Libende Street, Extension 8, MAMELODI EAST, 0122 - *Ramalata*
11. Penelope Masiso - 971023 0771 086 - Qhenirha Area, STERKSPRUIT, 9762 - *Mbeka*
12. Ntombifuthi Priscilla Mbele - 741210 0403 088 - 1128 Molele Street, Central Western Jabavu, KWAXUMA, 1868 - *Mndebele*
13. Shiela Timo Nombela - 760118 0724 088 - 553 Cutshwayo Road, DASSENHOEK, 3610 - *Mtshali*
14. Mbulelo Lenard Monyatsi - 820226 6087 083 - House No 430, THORNWOOD, 3600 - *Teba*
15. Sanele Mthobisi Xulu - 920906 6177 088 - Hlathikhulu Area, OZWATHINI, 3242 - *Khuzwayo*
16. Buyani Rich Zwane - 970429 6146 085 - C747 Mpumalanga Township, HAMMARSDALE, 3700 - *Msomi*
17. Fani Linda Makhoba - 950928 5786 084 - 1017 Hectorway Street, Lynnville, EMALAHLENI, 1039 - *Lusenga*
18. Spamandla Duma - 930826 6094 083 - Unit 14, Imbali Township, PIETERMARITZBUEG, 3201 - *Dladla*
19. Khabo Eleanor Madonsela - 910816 1102 084 - 92a Mzamo Street, RIETSPRUIT, 2341 - *Mahlangu*
20. Nsikelelo Obedience Zuma - 940802 6232 088 - Dambuza Location, PIETERMARITZBURG, 3201 - *Thabethe*
21. Themba Phaladi - 970908 5640 081 - Diphagane Area, JANE FURSE, 1062 - *Makgoga*
22. Isaac Edward Mkondo - 740606 8024 084 - 175 Ecaleninyoni Street, TEMBISA, 1628 - *Nkosi*
23. Mzwakhe Tebogo Magengenene - 820930 5849 084 - Unit 10, Fairways, Summerfields Estate, RANDBURG, 0157 - *Modukanele*
24. Meshack Nelwamondo - 870612 6306 087 - P O Box 1725, SHAYANDIMA, 0945 - *Mafadza*
25. Aziz Uraghman Nayar - 950502 5103 085 - 17a Kasouga Road, MANENBERG, 7764 - *Gallie*

26. Samukelo Siboniso Lionell Zamisa - 750727 5999 081 - 7 Minsk Crescent, Extension 7, COMO CITY, 2125 - *Sosibo*
27. Thulani Prince Lupinga - 821214 5805 084 - 108 Jiyane Section, TEMBISA, 1632 - *Ngema*
28. Fortune Andile Ndelu - 870818 5719 085 - 10952 Old Main Road, Umgababa Area, DURBAN, 4023 - *Dlungwane*
29. Morgan Mathikge - 820613 5701 089 - 9772 Seripe Street, Extension 3, DOBSONVILLE, 1868 - *Matiwane*
30. Zamani Betwell Sithole - 841001 5359 089 - 19738 Dumakude Road, Klaarwater, PINETOWN, 3610 - *Dladla*
31. Sibusiso Oscar Sithole - 810702 5519 088 - 54 Oribi Pelhem, PIETERMARITZBURG, 3201 - *Shelembe*
32. Musawenkosi Sithembiso Mbokazi - 850308 5602 089 - Unit 14, Imbali Township, PIETERMARITZBURG, 3201 - *Dlamini*
33. Nokuzola Puritty Masikane - 861205 0320 088 - 342 Unit J, IMBALI, 3219 - *Mngadi*
34. Justin Bushney - 890415 5160 083 - 50 Macbeth Avenue, Edurways, JOHANNESBURG, 2068 - *Delaney*
35. Sandile Mpyanya - 560117 5598 085 - Mfinizweni Area, LUSIKISIKI, 4820 - *Gobingca*
36. Nare Lydian Mashiane - 930401 0267 083 - 2 Jade Hill, Fourways, JOHANNESBURG, 2125 - *Mautjane*
37. Kopano Gerald Ramathibela - 871019 5286 089 - 16 Mthethwa Street, Kwathema, SPRINGS, 1559 - *Tsoene*
38. Daniel Lucky Mngoma - 700816 6018 081 - 4 Moloto Street, Kwathema, SPRINGS, 1559 - *Maphalala*
39. Itumeleng Princess Mahlokoane - 860402 0372 083 - 5 Hlahatsi Street, KWATHEMA, 1575 - *Mahlangu*
40. Katlego Patricia Khalo - 880603 0519 088 - House No 7090, Extension 19, MOKOPANE, 0600 - *Mphahlele*
41. Dustin Robin Osborne - 970812 5116 086 - 7 Grafiet Street, JUSKEI PARK, 2153 - *Dundas-Starr*
42. Khethakuthula Terry Meso - 900126 5380 088 - 3370 Extension 3, Mahube Valley, MAMELODI EAST, 0122 - *Somo*
43. Neo Sarah Phiri - 420622 0466 089 - House No 51286, Ramolope Section, MORULENG, 0318 - *Tlhowe*
44. Nomeri Sarah Nakana - 840221 0778 080 - House No 889, Nthabiseng, MOREBENG, 0810 - *Rakgabale*
45. Mogale Ally Magabane - 810412 6068 081 - Stand No 24, MAKHUSHANE, 1391 - *Malatji*
46. Victor Ndibo - 801024 5008 082 - 1704 Nu 9, MDANTSANE, 5219 - *Mejane*
47. Phushudi Gabriel Mpande - 921110 5385 086 - 2218 Siyabuswa A, MDUTJANA, 0472 - *Mokoala*
48. Elliot Sipho Cwele - 861026 5415 081 - Kwajali Area, UMZIMKULU, 3297 - *Dzanibe*
49. Tshemane Gift Mokabane - 950502 6058 080 - 20022 Eendsum, NEBO, 1059 - *Phetla*
50. Khulekani Bhoza Dladla - 950615 5948 083 - Maqongqo Location, PIETERMARITZBURG, 3200 - *Gcumisa*
51. Clide Kholisile Appie - 820911 5706 086 - 20714 Magrite Singana Street, Phutanang Section, KIMBERLEY, 8345 - *Sithole*
52. Ntombifuthi Mirriat Mabengu - 851111 1844 088 - Eskom No 1376, B/Bosch, OSIZWENI, 3050 - *Ngwenya*
53. Biyiswa Nompilo Jili - 9501160764 088 - Kabombo Area, UMZIMKULU, 3897 - *Tshazi*
54. Lesiba Joseph Thembo - 980429 5611 087 - 416 Zone 3, SESHEGO, 0742 - *Shadung*
55. Collin Zwane - 691020 5667 086 - 251a Matumva Street, Phiri, KWAXUMA, 1868 - *Mthethwa*
56. Collen Lucky Phalamohlaka - 960210 5382 083 - 762 Mokwena Street, Thushanang, EMALAHLENI, 1035 - *Nkosi*
57. Siyabonga Lepasa Ziqubu - 900325 5857 083 - 1262 Kganane Street, VOSLOORUS, 1475 - *Madonsela*

58. Nkululeko Mkhumbeni - 830315 6451 080 - 92 Galahad Street, Dawn Park, BOKSBURG, 1474 - *Ravuku*
59. Bongumusa Mike Dlamini - 850202 6604 089 - P O Box 386, KWANGWANASE, 3973 - *Mthembu*
60. Vincent Mojake Skhosana - 890716 5463 082 - 513 Intabazwe, HARRISMITH, 0850 - *Motsamai*
61. Sbusiso Ntombela - 910521 6379 089 - Ophokweni Location, CAMPERDOWN, 3680 - *Ngubane*
62. Nkosinathi Emmanuel Nkosi - 810128 5824 080 - 11827 Zone 7, PIMVILLE, 1809 - *Mthembu*
63. Tebogo Frank Lebesa - 771029 5566 084 - 2710 Extension 9, Bronville, WELKOM, 9473 - *Mojaki*
64. Mangqunyana Vusi Gumede - 781207 5323 080 - Mvutshini Area, RAMSGATE, 4278 - *Zungu*
65. Mzwakhe Linganis - 950205 5908 087 - M127 Sugenu Crescent, Site B, KHAYELITSHA, 7525 - *Ndzunga*
66. Simnikiwe Nkosana - 910909 1855 080 - 9 French Street, Cambridge, EAST LONDON, 5246 - *Keni*
67. Nduduzo Mbatha - 960824 5646 089 - Nkanyezini Location, CARTORIDGE, 3680 - *Thungwa*
68. Luyanda Busiseka Dlamuka - 971113 1139 084 - T215 Mofokeng Road, Unit 5, Imbali Township, PIETERMARITZBURG, 3201 - *Nyembe*
69. Philani Ndlovu - 950915 6615 081 - Esijozini Area, TUGELA FERRY, 3010 - *Benya*
70. Matome Silas Maake - 860419 5758 082 - Stand No 0017, Maphakhati Village, TZANEEN, 0850 - *Mokgoakgoa*
71. Neo Gareth Ramontsha - 920918 5703 087 - 967 Bizana Street, MORETELA PARK, 0182 - *Makola*
72. Mbhasobhi Melusi Nyembe - 920213 5758 087 - 148 Old Stand, Driefontein, PIET RETIEF, 2380 - *Zulu*
73. Sibusiso Goodwill Mavimbela - 850630 5477 083 - 286 Thembisa Street, SIYATHUTHUKA, 1102 - *Sithole*
74. Tshepo Moshe Sethemane - 950216 6063 087 - Mohlatlareng Village, NAPHUNO, 0857 - *Mohlape*
75. Dumisani Doctor Bucibo - 920809 5316 089 - 3966 Extension 1, STANDERTON, 2430 - *Sibeko*
76. Mzwakhe Patson Mtolo - 840411 6139 086 - House No 2713, Block 5, Doornkop, DIBSONVILLE, 1863 - *Xaba*
77. Thabiso Collan Mohale Tsotetsi - 951006 5404 088 - Flat No 2, Baumann Street, THABANCHU, 9780 - *Motaung*
78. Senzeni Lady-Fair Gumbi - 951028 0719 088 - House No 278, UMLAZI, 4031 - *Sikobi*
79. Msesenyane Stephens Chabalala - 640402 5329 085 - Cg25 Chris Hani, KWAMHLANGA, 1022 - *Nkomo*
80. Motseothata David Semouse - 611003 5701 086 - 64 Mqomo Street, Boichoko, POSTMASBURG, 8420 - *Smous*
81. Frans Jabulani Mahlangu - 820525 5909 084 - Stand No 1252, VERENA C, 0458 - *Mokoena*
82. Londiwe Jacqueline Skhosana - 960924 1037 083 - Stand No 491, THABANA, 0472 - *Mahlangu*
83. Nolwando Dlamini - 960502 1084 089 - Mbulumba Location, Ward 21, UMZIMKULU, 3297 - *Silangwe*
84. Slondile Khuzwayo - 950818 0699 087 - Spring Field, DURBAN NORTH, 4016 - *Lephoto*
85. Bongumusa Sithole - 961213 5703 083 - P O Box 184, NKANDLA, 3855 - *Ntombela*
86. Phiyayinkosi Zulu - 930126 6193 088 - House No 1041, Doringkop Farm, DANNHAUSER, 3080 - *Gumbi*
87. Goitse-One Jacob Rabothata - 880604 5857 085 - 40427 Abia Khoza Street, Extension 20, MAMELODI EAST, 0122 - *Khumalo*
88. Kgomotso Patrick Mazwi - 860725 5841 086 - 719 Winnie Mandela, Zone 2, TEMBISA, 1632 - *Mowa*

89. Felecia Baloyi - 840305 0475 084 - 1098 Maokeng Extension, TEMBISA, 1632 - *Seletela*
90. Mmapela Mina Mputle - 621212 1542 083 - E103 Prieska, TEMBA, 0407 - *Kutu*
91. Sfiso Ntswayimbana - 940803 6316 087 - Chief Area, HOWICK, 3290 - *Cekwane*
92. Mamoraka Florence Mavalela - 761018 0630 088 - Dithabaneng Village, GA-MPHAHLELE, 0736 - *Mphahlele*
93. Sibusiso Solomon Borokelo - 940830 5349 082 - 3046 Azania Street, Geluksdal, BRAKPAN, 1550 - *Makhanya*
94. Ignatious Lizwe Mabanga - 840414 5232 084 - Stand No 1322, Siyathuthuka, BELFAST, 1100 - *Jele*
95. Collet Motebejane - 850721 5462 082 - Ga-Mampa Village, Mafefe, ATOK, 0749 - *Lesetja*
96. Kgothatso Sam Mohlala - 980307 5735 082 - Bogalatladi Village, ATOK, 0749 - *Mhlanga*
97. Jeff Tumelo Motau - 830915 6592 088 - 07 Extension 10, WITBANK, 1039 - *Matsimane*
98. Thando Mlaba - 840515 0983 081 - 1379 Moepshe Street, Extension 1, TOKOZA, 1426 - *Ngcobo*
99. Nketlo Petrus Monareng - 780721 5589 087 - 1239 Majakaneng Section, MAKAPANSTAD, 0404 - *Tshukudu*
100. Ntombekhaya Monica Van Staden - 741119 0583 080 - 56 Makhaya, KHAYELITSHA, 7784 - *Mongo*
101. Tshidiso Godwin Mochela - 921005 5212 084 - 11422 Sotho Street, DAVEYTON, 1520 - *Mashanye*
102. Meshack Buti Moima - 830923 6005 085 - 218 Endayeni Section, TEMBISA, 1632 - *Tlhoaele*
103. Sicelo Vincent Sigasa - 880812 5254 084 - 1696 Legwale Street, TLADI, 1868 - *Mkhwanazi*
104. Jimmy Mandla Masemola - 821208 6084 087 - 74671 Maphotla, SIYABUSWA, 0472 - *Mbiza*
105. Sinazo Matinise - 950210 1198 089 - Virgisville Area, MTHATHA, 5099 - *Nomgogwana*
106. Andre Scheeper - 890110 5201 082 - 180 Diamond Street, CLAREMONT, 0082 - *Van Mazyk*
107. Tshepiso Molaba - 810116 5178 086 - 1230 Mokoena Street, Orlando East, SOWETO, 1804 - *Mpalala*
108. Peter Rengawe - 870625 5580 080 - 21 Ga-Botha, MARAPYANE, 0431 - *Moima*
109. Lwazi Sboniso Chamane - 941130 5065 088 - D1050 Mntwana Road, HAMMARSDALE, 3700 - *Mthethwa*
110. Samukelisiwe Prim Mkhize - 900509 0896 085 - Tambo Road, UMGABABA, 4145 - *Mbeko*
111. Sylvester Elby Tabisho Pienaar - 890918 5259 086 - 1970 Tshabalala Street, Galeshewe, KIMBERLEY, 8335 - *Motaung*
112. Mxolisi Khanyisani Buthelezi - 970916 6389 087 - P O Box 5661, HLABISA, 3937 - *Mhlongo*
113. Mthokozisi Wilson Mndebele - 910925 6658 089 - 263 New Stand, DRIEFONTEIN, 2383 - *Mthimkhulu*
114. Cristabel Shabangu - 890114 0574 089 - Stand No 651, LILLYDALE, 1281 - *Nxumalo*
115. Andile Innocent Ngema - 961229 5282 084 - 348 Ndlanzi Section, KATLEHONG, 1431 - *Ngcobo*
116. Tholane Mathews Ngwenya - 760614 5477 086 - 3690 Mandela Section, BALFOUR, 2410 - *Motloung*
117. Skhumbuzo Linda Manana - 811106 5677 087 - 14 Maru Place, Valley View Estate, CENTURION, 0157 - *Twala*
118. Nompumelelo Anna Twala - 940830 0351 083 - 4205 Mpondomise Street, DAVEYTON, 1520 - *Khoza*
119. Thokozile Ndlovu - 911002 0658 082 - 445 Mabele Street, Zondi 2, SOWETO, 1868 - *Gambu*
120. Siyabonga Dube - 960218 6082 081 - P O Box 8450, ESIKHAWINI, 3887 - *Mthembu*

121. Mncedi Ngcithana - 980101 5872 080 - Sidanda Area, NGQELENI, 5140 - *Qhuba*
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123. Rito Cechauke - 980522 0411 089 - Merwe A, MALAMULELE, 0982 - *Chauke*
124. Israel Nkosiyokuthula Ngubane - 820105 6186 089 - B323 Mbhele Road, HAMMARSDALE, 3700 - *Hlophe*
125. Zitshonise Mlindelwa - 601102 5896 086 - Nyokweni Area, NTABANKULU, 5130 - *Limekhaya*
126. Nolukholwa Patience Mongwai - 801025 0523 082 - 1812 Mqwaluthi Street, ALBERTON, 1458 - *Madingana*
127. Ofentse Blessing Mpontshane - 970211 5119 085 - Flat 50, Nurses Residence, KNYSNA, 6570 - *Mokoena*
128. Ande Sityo - 940623 5583 085 - Aria 12, Kampen, NETHERLANDS, 8265rn - *Buitenhuis*
129. Qhawe Daka - 960810 5588 082 - Matwebu Area, BIZANA, 4800 - *Mgoduka*
130. Misumzi Donald Ngwenya - 891104 5244 084 - 1454 Mkhomazi Street, SENAONE, 1818 - *Mbanjeni*
131. Sazi Nhlanhla Lovemore Mntungwa - 880408 5560 081 - B 81 Etafuleni Area, INANDA, 4310 - *Mavundla*
132. Nomvuyo Jamani - 911124 1009 089 - Emawusheni Area, COFIMVABA, 5352 - *Nkuhlu*
133. Sibongile Regina Malinga - 950606 0767 081 - Gunjanci, MTUBATUBA, 3936 - *Mpanza*
134. Amaal Mowlana - 900329 0214 084 - 24 Date Palm Street, BONTEHEUWEL, 9764 - *Pheiffer*
135. Mahlatse Johannes Molepo - 960308 5384 081 - Stand No 40143, Ngwanamago, GA MOTHIBA, 0700 - *Mothiba*
136. Lungisiwe Mbele - 850107 1061 088 - Ntsimbini Area, BIZANA, 4800 - *Candlovu*
137. Aphiwe Mpahla - 940706 6257 088 - 276 Dacawa Nu 1, MDANTSANE, 5218 - *Bushula*
138. Monde Moloi - 960825 5776 081 - Tshonya Area, LUSIKISIKI, 4800 - *Volezinja*
139. Siphso Jabu Tshabalala - 720422 5661 082 - 2070 Langa Street, Sakhile, STANDERTON, 2430 - *Leotlela*
140. Setlakala Solly Mahlangu - 620824 5688 083 - 8779 Extension 02, SOSHANGUVE, 0152 - *Mahlafunya*
141. Khotso Nyembe - 880406 5237 080 - 505 Extension 1, Zone 7, SEBOKENG, 1954 - *Sekhosana*
142. Sweetness Zikhona Portia Mpisi - 890608 0714 082 - 22 Kasteel Street, Jeepeestown, JOHANNESBURG, 2001 - *Chiya*
143. Masontana Semaro - 930226 0670 089 - Moroka Location, MT FLETCHER, 4770 - *Thantsi*
144. Francis Siphso Mzulwini - 921023 5617 087 - B 986 Illovo, WINKLESPRUIT, 4126 - *Njapha*
145. Sibusiso Mashel Ngwane - 850608 5600 086 - 29 Ecaleni Section, TEMBISA, 1632 - *Khumalo*
146. Nothando Sibisi - 970116 0533 083 - 55 Blair Anthol Road, WESTVILLE, 3926 - *Mkhulse*
147. Nthabiseng Pertunia Mabotja - 950113 1173 088 - 269 Mashemeng Section, TEMBISA, 1632 - *Phaswane*
148. Axole Ilfred Somtsai - 930613 5569 087 - 22 Seymour Street, MATATIELE, 4730 - *Siboyana*
149. Mooketsi Moorosi - 970514 6119 081 - Sibi Area, MATATIELE, 4430 - *Tshobisa*
150. Bongani Zebon Zinti - 711020 5021 082 - Dubane Area, LUSIKISIKI, 4820 - *Nogaga*
151. Sphiwe Masike - 910510 6019 084 - 159 Mbhele Street, TEMBISA, 1632 - *Xashimba*
152. Philani Cebolozakha Nkosi - 930610 6627 088 - Mthebeni Area, LOUWSBURG, 3150 - *Mthembu*

153. Siyabonga Maxwell Shelembe - 961120 6250 081 - Esgomolmeni Area, ESTCOURT, 3310 - *Mbambo*
154. Bongani Kevin Maphobela - 900509 5365 086 - 648 No 13 Sephetasang Street, Molapo, KWA XUMA, 1868 - *Nene*
155. Nonhlanhla Eunice Dele Radebe - 790904 0898 087 - House No 2982, MADONSELA, 2940 - *Ndlovu*
156. Simiso Ntuli - 960105 5846 089 - E 141 Umlazi Township, UMLAZI, 4011 - *Mthethwa*
157. Vhutshilo Mudumela - 950204 6115 081 - Siloani Area, DZANANI, 0955 - *Siaga*
158. David Daniel Ramoshaba - 720923 5884 087 - P O Box 602, GIYANI, 0870 - *Motseo*
159. Khauhelo Fortunatious Mokgosi - 730909 5508 089 - Portion 13 Of Frisgewaagd Farm, 501 Ir, NIGEL, 1490 - *Mohube*
160. Thulasizwe Ncaneni - 940507 6208 083 - Ward 6, Qwebela Location, HARDING, 4680 - *Madiya*
161. Joseph Tshepo Mukwevho - 900501 6257 081 - 2697 Mogope Street, Extension 2, NALEDI, 1868 - *Saohatse*
162. Gabangani Walter Sithole - 780124 5329 085 - 6075 Memela Street, DAVEYTON, 1520 - *Kumalo*
163. Thulisile Juddy Nyembe - 951202 0503 087 - 1974 Mpane Street, ORLANDO EAST, 1804 - *Ngubeni*
164. Nompumelelo Dlamini - 950303 0892 081 - Magoda Area, RICHMOND, 3780 - *Nzimande*
165. Matome Thomas Mkoeng - 890908 6030 081 - 31 Prince Street, Ivy Park, POLOKWANE, 0700 - *Mothiba*
166. Wanga Martin Mushayandu - 980610 6347 082 - Makonde Area, THOHOYANDOU, 0950 - *Ndou*
167. Simon Rebombo - 920617 6210 080 - 774 Masodi, MOKOPANE, 0600 - *Maake*
168. Joyce Mutholini - 631006 0590 087 - House No 39, Muila, TEMBISA, 0946 - *Mohloding*
169. Sifiso Jojo - 951127 6249 080 - 552 Lestatsi Street, ORLANDO EAST, 1804 - *Nzama*
170. Tsholofelo Sitasi - 940831 0806 084 - 10007 Shiela Village, ITSOSENG, 2744 - *Novolo*
171. Phumza Sidloyi - 880318 1231 084 - Ngqunqe Area, CENTANE, 4980 - *Mqapu*
172. Lupfumo Collins Ramabulani - 901020 5405 087 - Matanda Area, DZANANI, 0955 - *Shivhishi*
173. Themba Zondi - 851020 6130 080 - Azalea Location, PIETERMARITZBURG, 3200 - *Mosia*
174. Thokozani Fikson Gwala - 851115 5508 086 - Emhlumavo Area, LADYSMITH, 3370 - *Mbatha*
175. Dylan Simphiwe Madonsela - 960224 5061 084 - 15 Motsu Section, TEMBISA, 1632 - *Sathekge*
176. Jacob Fanie Chamu - 670602 5363 082 - 2006 Matekiswa Street, DUDUZA, 1496 - *Nkosi*
177. Delisile Nonkululeko Ngozo - 931227 0420 086 - 971 A Nhlapho Street, Zola 3, SOWETO, 1868 - *Hlatshwayo*
178. Olwethu Joy Gqoboka - 960731 0065 084 - 1 Idutywa Place, Mdlekeza Park, MTHATHA, 5100 - *Xakambana*
179. Nompumelelo Dazifune - 960118 1426 087 - 110 Milkway Road, DASSENHOEK, 3610 - *Mavundla*
180. Nomthandazo Ntandoyenkosi Dlomo - 971030 0739 088 - Kwamtshuvili Area, NKANDLA, 3855 - *Zulu*
181. Sihle Senior Belani - 980310 5207 086 - Mlungisi Location, STUTTERHEIM, 4930 - *Kritshi*
182. Morape Calvin Sebatana - 980522 5550 089 - G 168 Mbele Street, JOHANNESBURG, 2170 - *Ratshilumela*
183. Andile Kulumeni - 951107 6052 080 - Miyale Area, CATO RIDGE, 3201 - *Mkize*
184. Simphiwe Clement Hlongwana - 970221 5868 086 - Unit 14, Imbali, PIETERMARITZBURG, 3200 - *Khumalo*

185. Xolani Mbongeleni Mbanjwa - 980616 6134 081 - Nhlazatshe Location, PIETERMARITZBURG, 3200 - *Dlamini*
186. Kwanele Sosibo - 980317 5937 083 - Gazabuso Area, PIETERMARITZBURG, 3200 - *Ntshangase*
187. Simphiwe Gift Ntabeni - 930928 5389 082 - Bb1190 Umlazi Township, UMLAZI, 4001 - *Nxele*
188. Siphwiwe Simon Zondi - 540209 5380 088 - Mpanza Area, Ngome, TUGELA FERRY, 3010 - *Mdletshe*
189. Davi Boysan Kubeka - 530328 5698 083 - 458 Bramley View, Court Braamley, JOHANNESBURG, 2001 - *Nzimande*
190. Sibusiso Blessing Ntabeni - 930928 5388 084 - BB 1190 Umlazi Township, UMLAZI, 4001 - *Nxele*
191. Bongani Simon Sibiya - 771110 6034 080 - E 75 Nhlanzeni Section, TEMBISA, 1632 - *Mbatha*
192. Bhekithemba Siphesihle Ndlovu - 870715 5396 080 - 22 Major Miller Avenue, Croydon, KEMPTON PARK, 1619 - *Mkwanazi*
193. Masikole Majikijela - 980406 5944 080 - Farview Area, MT FLETCHER, 4770 - *Sicwebu*
194. Phumelele Mazibuko - 851204 1091 089 - 725 A White City, JABAVU, 1400 - *Twala*
195. Bafana Sambo - 870804 6228 086 - 5478 Matroosburg Street, Extension 4, LENASIA, 1829 - *Kubeka*
196. Mottalepula Raymond Makhubela - 820613 5376 080 - 64 Fine Town, GRASMERE, 1328 - *Theoha*
197. Eugene Ngomane - 770123 5268 089 - 278 Block Bb, SOSHANGUVE, 0152 - *Ramokolo*
198. Andile Matalauta - 881205 5428 080 - 1199 Extension 1, SOSHANGUVE, 0152 - *Fenyane*
199. Scelo Dlamini - 910408 6300 085 - B 1507 Khokhoba Road, KWA MASHU, 4360 - *Phungula*
200. Jafta Maloleke - 630105 5521 088 - 28225 Extension 5, MAMELODI EAST, 0122 - *Shirimane*
201. Siphohle Mahlangu - 821227 5692 088 - 42 C Krutse Street, White City, JABAVU, 1868 - *Mthembu*
202. Vellie George Nduzi - 820202 7308 083 - 531 Boitumelo, SEBOKENG, 1983 - *Nqwala*
203. Montseng George Ngwenya - 590313 5834 083 - 19202 Zone 14, SEBOKENG, 1983 - *Mokoena*
204. Lungani Duma - 950531 5716 083 - 359 Freedom Road, Nazareth Island, PINETOWN, 3610 - *Gumede*
205. Bathu Joseph Sibisi - 490901 5635 087 - Amandawe Location, SCOTTBURGH, 4180 - *Hlophe*
206. Siboniso Falakhe Maluleka - 951127 5929 088 - P O Box 172, Sanathan Location, HIBBERDENE, 4220 - *Mthwane*
207. Bheki Manuel Mbuyane - 920822 5487 081 - Kanaymezane, Spelanyane Trust, NELSPRUIT, 1200 - *Seriti*
208. Siphohle Maxwell Nene - 781227 5799 089 - Sweetwaters Location, PIETERMARITZBURG, 3200 - *Bhengu*
209. Thato Mbewe - 931127 5480 087 - 495 A Legwale Street, NALEDI, 1868 - *Rampora*
210. Siphesihle Mbuso Masina - 900319 5449 082 - Stand No 7A, College View, BUSHBUCKRIDGE, 1280 - *Mazibuko*
211. Ermillia Nqakala - 950224 0954 087 - 427 Tusha Avenue, ZWELETEMBA, 6852 - *Mutombene*
212. Andries Collen Mothibe - 750824 5120 089 - P O Box 5880, MAKAPANSTAD, 0150 - *Lusenga*
213. Pogisego Andries Moabi - 800403 5928 088 - 1165 Thani Section, Agisanang, SANNIESHOF, 2760 - *Moyakhe*
214. Andile Cikwayo - 950304 5740 085 - Ward 82, Nkanyezini Location, PORT SHEPSTONE, 4340 - *Cebisa*
215. Johannes Makgopheng Sebothoma - 880101 6458 088 - Stand No 34, Ramokgeletsane, JANE FURSE, 0472 - *Lekalakala*
216. Makondelela Vincent Tshisikhawe Mokono - 770513 5712 088 - Mauluma Village, DZANANI, 0955 - *Mukone*

217. Phindulo Collen Mudzielwana - 900728 6165 085 - Stand No 32, LWAMONDO, 0985 - *Monareng*
218. Nthabiseng Princess Nziane - 980831 0954 083 - P O Box 5113, CASTEEL, 1370 - *Mashego*
219. Nkazimulo Sakhile Ntuli - 971019 6017 086 - Private Bag X0042, PONGOLA, 3170 - *Zikhali*
220. Nothokoza Petronella Mathalane - 760809 0520 084 - Willowfontein Location, PIETERMARITZBURG, 3200 - *Zuma*
221. Siphesihle Khawula - 950818 5729 087 - U837 Umlazi Township, UMLAZI, 4001 - *Xolo*
222. Zwelakhe Bhekuyise Mkhize - 761214 5400 086 - Dalibo Area, OZWATHINI, 3242 - *Dwayisa*
223. Xolani Mbedu - 780903 6185 087 - 2171 Sunridge Road, NEULANDS WEST, 3601 - *Mqadi*
224. Thembeka Noluthando Zondi - 980417 0933 085 - 15 Stuart Road, Hayfields, PIETERMARITZBURG, 3200 - *Ngcobo*
225. Philile Mkhize - 960526 0756 082 - Mafakatini, MERRIVALE, 3291 - *Nene*
226. Luyanda Nkosiyapha Sokhela - 970131 5741 086 - 423 Mkhawane Road, Stage 1, IMBALI, 3219 - *Khuzwayo*
227. Dimakatso Yvonne Roboro - 960616 0372 087 - 2226 Lusaka Park, THEUNISSEN, 9410 - *Khosana*
228. Sibukeli Howard Thusi - 900326 5549 084 - Bb 4 Imbali Townsship, PIETERMARITZBURG, 3200 - *Ndlangisa*
229. Thivhavhudzwi Pandelani - 821221 5856 082 - Hlalanikahle Area, MONSTERLUS, 1057 - *Liphadzi*
230. Mandla Frans Masango - 860629 5322 081 - No 6 Complex, KWAMHLANGA, 1022 - *Tau*
231. Lesiba Paulos Matshaba - 930710 5368 088 - Private Bag X311, GOMPIES, 0631 - *Komane*
232. Thabo Mahlangu - 880425 5850 080 - Stand No 1903, KAMEELRIVIER, 0400 - *Skosana*
233. Joyce Magagula - 780302 0831 087 - 9788 Praktiseer, BURGERSFORT, 1150 - *Makhubela*
234. Mhlengi John Magwaza - 950926 5745 084 - K 2125 Newlands Heights, KWA MASHU, 4400 - *Zitha*
235. Ramashalane Israel Mafethe - 820109 5551 087 - 5026 Extension 3, Boikhutso, LICHTENBURG, 2700 - *Phadi*
236. Phumlani Ntuthuko Mpungose - 850905 5627 089 - Mlalazi Reserve, ESHOWE, 3515 - *Xulu*
237. Zwelethu Mtshawuli - 901007 5969 089 - 1739 Harry Gwala Park, MATATIELE, 4730 - *Cabangani*
238. Zanele Penelope Nqode - 890820 1194 087 - Masupha Location, MATATIELE, 4730 - *Lentoo*
239. Gilbert Thomas Buthelezi - 590828 5749 080 - 121869 Sinethemba Area, KWA DABEKA, 3610 - *Mvuyane*
240. Thabile Perseverance Zuma - 901203 0143 081 - 902 Madiba Road, GERMANY, 3610 - *Langa*
241. Xolile John Skei - 810213 5892 087 - 5285 Matamong, WESSELSBRON, 9680 - *Ramatlakane*
242. Bonginkosi Nhlanhla Nxumalo - 800609 5990 080 - 14 Vereham Drive, MULBARTON, 2059 - *Radebe*
243. Nonhlanhla Christina Meti - 910331 0304 087 - 368 A Crutse Street, White City, JABAVU, 1309 - *Maboya*
244. Venis Dinecwiry Schalkwyk - 810120 0930 087 - 15 Bloekom Street, Wrenchville, KURUMAN, 8460 - *Naidoo*
245. Claudia Nomvuya Sekgobela - 691207 0341 086 - 2581 Mbatha Street, ROCKVILLE, 1868 - *Ntebe*
246. Thabisile Thandeka Gazu - 901015 1454 089 - P O Box 1, NONGOMA, 3950 - *Nxumalo*
247. Dumeleni Johannes Buta - 650125 5772 080 - 1951 Ntoka Street, KINGSWAY, 1500 - *Mahlangu*
248. Kabelo Brian Mvingi - 950411 5137 087 - No 9826 Zone 7 B, SEBOKENG, 1983 - *Mokoena*

249. Siphon Richard Kokong - 830926 6220 083 - 896 Puso Street, MAPETLA, 1700 - *Lethuloe*
250. Nontsikelelo Ignatia Mbele - 711106 0872 080 - 866 Phiela Street, ORLANDO EAST, 1804 - *Oliphant*
251. Damel Mokoena - 741022 5859 085 - 1326 Mofolo Central, Mofolo, SOWETO, 1800 - *Mofolo*
252. Mphilonhle Mlondolozu Gcaba - 970804 5674 081 - 577 D Lindelani Township, Ntuzuma, KWA MASHU, 4022 - *Msomi*
253. Sesethu Mngwebu - 970403 0730 087 - A 450, Siyanda, KWA MASHU, 4359 - *Khuzwayo*
254. Thabiso Mbatha - 971127 5888 082 - Mngweny, WEENEN, 3325 - *Zwane*
255. Bathandwa Hayase - 931006 6227 087 - 1102 Nu 17, MDANTSANE, 5219 - *April*
256. Alec Dlamini - 760602 5787 083 - 1968 B Benya Street, Zondi 2, SOWETO, 1868 - *Mhlophe*
257. Mosebetsi Johannes Mokoena - 730813 5520 088 - 12956 Zamdela, SOWETO, 0100 - *Tshabalala*
258. Elton Mati - 880426 5306 081 - 2091 Block M, SOSHANGUVE, 0152 - *Baloyi*
259. Aqualite Seipati Lepule - 960108 0950 088 - 35 Bluegum Street, Bordeaux Avenue, RANDBURG, 2100 - *Moshia*
260. Thembinkosi Eric Rayi - 731213 5387 084 - 147 Nyanda Street, KWANOBUHLE, 6200 - *Mnyaka*
261. Tshwanelo Princess Seqhobane - 950117 0220 089 - House Conlaures, University Of The Free State, BLOEMFONTEIN, 9300 - *Malinga*
262. Siphon Mpilo Mdluli - 920616 6709 083 - P O Box 6012, HLUHLUWE, 3960 - *Msane*
263. Eric Dlanezwi Goqo - 690202 6773 086 - 2716 Extension 2, CHESTERVILLE, 4091 - *Sibiya*
264. Ziphi Gloria Sangweni - 901031 0380 084 - A 866 Siyanda, KWA MASHU, 4020 - *Mthimkhulu*
265. Warona Mamomane - 970730 0667 087 - Gooramolebatsi Section, Dinokana Village, ZEERUST, 2880 - *Mabeleng*
266. Kgosietsile Simon Kgomotso Mmusi - 840515 5520 086 - P O Box, Mabiskraal, RUSTENBURG, 0315 - *Seletlo*
267. Nation Itumeleng Mosie - 790320 5560 087 - K 68 Phohung Section, GANYESA, 8613 - *Loabile*
268. Sasekani Chabalala - 970122 0836 088 - Machele, MALAMULELE, 0982 - *Chauke*
269. Lenda Senoamadi - 791005 0959 082 - Stand No 277, Tweefontein, KWAMHLANGA, 1022 - *Nxumalo*
270. Thulani Mahlangu - 890319 5927 089 - Stand No 239, Mandela, KWAMHLANGA, 1022 - *Lekhuleni*
271. Thembinkosi Majola - 970819 6120 082 - Stand No 5266, Malekutu Trust, KABOKWENI, 1245 - *Makhabane*
272. Ismail Eel Petersen - 970406 5316 083 - 25 Glider Crescent, FACTRON, 8001 - *Mia*
273. Thabang Johannes Kekae - 910803 5887 084 - House No 30004, Rantlakane Village, MOKAMOLE, 0633 - *Matlou*
274. Siphokuhle Mmeli Ndimande - 930909 6400 086 - 4026 Inverness Farm, OSIZWENI, 2952 - *Mkhize*
275. Thabiso Langelihle Nzama - 971011 5974 086 - 130 -4th Avenue, ALEXANDRA, 2090 - *Ngidi*
276. Keorapetse Irene Ntshimane - 621112 0978 082 - House No 1539, Nanana Section, BATLHAROS, 8476 - *Thamaga*
277. Phokwana Edward Phasha - 901125 5918 086 - D 38 Chris Hani Flats, CULLINAN, 1001 - *Matebane*
278. Mbonomuhle Lungisa Zulu - 821220 5939 088 - 1360 B Elias Motsaedi Road, Mofolo Central, RANDBURG, 2105 - *Mbatha*
279. Clement Motsewarona Dimpe - 900920 5685 086 - 25 Edward Street, WESTONARIA, 1779 - *Monnamme*

280. Comfort Shai - 980211 5566 085 - P O Box 912, SHILUVANE, 0813 - *Matjokotja*
281. Nelisiwe Princess Mbhele - 930306 0437 083 - Mazakhele Area, Imbali, PIETERMARITZBURG, 3200 - *Dlamini*
282. Sandile Oscar Motsoemeng - 850104 6369 087 - No 1338, Section 2, MADADENI, 2951 - *Gambu*
283. Sibonelo Thembani Magubane - 920629 6171 089 - Mgababa Area, Denny, DALTON, 3937 - *Dlamini*
284. Jabulani Selby Zondi - 641112 5559 081 - Sweetwaters Location, PIETERMARITZBURG, 3200 - *Mgwaba*
285. Thobani Erick Dube - 881027 5725 087 - Eziko Area, Amanzimtoti, JOHANNESBURG, 2001 - *Maphumulo*
286. Sifiso Alex Khumalo - 860519 6027 088 - 15 King Fischer, KINROSS, 2300 - *Mkhaliphi*
287. Lizwilenkosi Sithole - 970213 6088 087 - Uitvaal Area, WASBANK, 2920 - *Tusini*
288. Petrus Mohlala - 800830 5019 080 - P O Box 1555, JANE FURSE, 1085 - *Nkuna*
289. Thabo Patrick Doyoyo - 791119 5703 088 - 340 A Khoara Street, Naledi, SOWETO, 1868 - *Mbatha*
290. Zolunga Mvezeleni Shezi - 941209 5919 088 - Dalibo Area, OZWATHINI, 3242 - *Hadebe*
291. Nomfundo Prudence Zuma - 970407 0525 082 - Mpophomeni Township, HOWICK, 3291 - *Nene*
292. Michael Christopher Buthelezi - 661209 5698 086 - 12040 Barwa, DAVEYTON, 1520 - *Serete*
293. Ntokozo Bernard Nyaba - 830715 6096 084 - House No 16, Hazelmere, VERULAM, 4339 - *Khuzwayo*
294. Peter Paul Sandile Zwane - 830620 5397 089 - Ward 59, Osindisweni Area, VERULAM, 4340 - *Gumede*
295. Wandile Asibonge Majola - 980313 5404 083 - P O Box 18, INANDA, 9309 - *Dube*
296. Nosipho Hlengiwe Lusi Binda - 951101 0908 082 - No K 1342, Section 3, MADADENI, 2951 - *Nyembe*
297. Shadrack Nkosiyethu Ntshangase - 830105 6456 084 - P O Box 12271, ESIKHAWINI, 3887 - *Mdletshe*
298. Julius Mohale - 850908 5551 085 - 502 Skylab Street, Tlamatlama, TEMBISA, 1632 - *Ramashia*
299. Sipiwo Tyityi - 830117 5908 080 - Unit 93, Meredale Mews, Thomas Road, MEREDALE, 2091 - *Sithole*
300. Penwell Ngomane - 970511 5633 088 - P O Box 127, UTHOKOZANE, 4770 - *Makome*
301. Nqobile Mzileni - 940702 1074 081 - P O Box 634, MTUBATUBA, 3935 - *Mngomezulu*
302. Mmapatla-Ausia Rathepi - 961201 5901 088 - 839 Mananya Street, Nobody, GA-MOTHIBA, 0726 - *Segage*
303. Elsie Feti Moreme - 661223 0367 084 - 6720 Extension 11, Kwa Guqa, WITBANK, 1035 - *Zwane*
304. Matthews Kameel - 920619 5058 080 - 6199 Phase 4, BLOEMFONTEIN, 9300 - *Nkotoane*
305. Jantie Ntuli - 780131 5603 088 - N 172 Section C, Phomolong, MAMELODI EAST, 0122 - *Mahlangu*
306. Xolani David Madonsela - 850620 5429 085 - 3328 Extension 2, Wesselton Location, ERMELO, 2350 - *Mabuza*
307. Lethokuhle Ethel Biyela - 900119 0836 089 - 4854 Chrishani Road, LAMONTVILLE, 4027 - *Ngcobo*
308. Thabiso Thomini Phalana - 931209 5487 088 - 83 Sooliman Street, Mohadin, POTCHEFSTROOM, 2531 - *Zweni*
309. Moses Magwagwa - 641224 6296 082 - 3395 Leping Street, CHRISTIANA, 2680 - *Motaung*
310. Lesiba Samuel Makgai - 570518 5425 088 - 10089 Rapadi Section, LEPHALALE, 0555 - *Manala*
311. Zamokuhle Msizi Mdletshe - 970802 5546 085 - P O Box 23869, KWA DLANGEZWA, 3886 - *Nxumalo*

312. Sanele Khowa - 831205 5654 082 - Ward 29, Lamont Area, MARGATE, 4200 - *Shusha*
313. Nozandile Constance Sipeto - 680205 1188 087 - 28398 Tokwana Street, Bardale, MFULENI, 7100 - *Pasiya*
314. Raisibe Mashapho - 560416 0354 084 - 3572 Makweng, ZEBEDIELA, 0632 - *Sebela*
315. Emmanuel Nkosinathi Ngcobo - 720602 5736 089 - Ward 27, Kwaxaba Location, GAMALAKHE, 4249 - *Mpofana*
316. Bhekisizwe Ngolo - 830628 5881 085 - Site 5 , A 163, DUNOON, 7441 - *Dlulisa*
317. Alex Muzikayifani Mokoena - 930725 5417 081 - No 42, White City Area, PORT SHEPSTONE, 4240 - *Blose*
318. Sphesihle Excellent Ndlovu - 950922 6182 088 - Enyosini Area, ESTCOURT, 3315 - *Mazibuko*
319. Riaz Patel - 950129 5309 080 - 11 Bongainville Road, EAST LONDON, 5100 - *Carter*
320. Sphelele Ngcamlela - 960418 5895 083 - Nakani Location, KING WILLIAMSTOWN, 5100 - *Matati*
321. Busisiwe Mkhuzo - 940427 2099 081 - 21 Lacotte Street, Oakglen, BELLVILLE, 7530 - *Nokhence*
322. Busisiwe Patience Mayezana - 971117 0570 082 - 61316 M K Square, PHELLINDABA, 9323 - *Luvuno*
323. Masixole Nelani - 940901 5260 080 - 11 Mandela Street, New Brighton, PORT ELIZABETH, 6201 - *Ndzabela*
324. Msizi Swelihle Msani - 970923 6422 082 - Gangala Area, Ward 6, Kwamachi, HARDING, 4680 - *Mtshane*
325. Bushang Richard Makaung - 851111 6567 080 - 125 Maroteng, JANE FURSE, 1063 - *Mabule*
326. Zethu Mshokweni - 850703 0994 087 - Nomlacu Location, BIZANA, 4800 - *Zangwa*
327. Esethu Eva Chuma - 960127 0446 087 - 7 Ikhwezi Hostel, LANGA, 7455 - *Mgwebi*
328. Sithate Jack - 970531 0306 084 - 6172 Rooidakke, GRABOUW, 7160 - *Mohoto*
329. Nothando Marcia Ngobese - 870423 0643 081 - 7 Waterkloof Street, Crystal Park, BENONI, 1515 - *Thusi*
330. Khuliso Arnold Rambau - 930325 5895 087 - P O Box 411, TSHILWAVHUSIKU, 0938 - *Makhado*
331. Thajo Masike - 851225 1288 086 - 961 Drieziek , Extension 4, ORANGE FARM, 1805 - *Ramoroesi*
332. Phakiso Godfrey Khumalo - 910529 5454 084 - 2518 Blesbok Street, RATANDA, 1441 - *Ramiponi*
333. Menzi Trueman Hlongwane - 930123 5437 087 - 82184 Mpande, No 2, PIETERMARITZBURG, 3200 - *Wanda*
334. Magwegwe Ruphas Khumalo - 650509 5371 086 - Mgangatho Area, HLABISA, 3937 - *Zulu*
335. Mveli Ntamo - 980404 6045 080 - Luwecwe Area, MQANDULI, 5080 - *Silimela*
336. Vusumuzi Sithembiso Buthelezi - 630209 5848 085 - Koseme Area, HLABISA, 3937 - *Mtshali*
337. Sonto Letter Vilakazi - 940226 1006 083 - 4029 Extension 23, BETHAL, 2310 - *Hlophe*
338. Moses Smith - 601220 5283 087 - 89 Clasco Road, EVATON, 1700 - *Mokoena*
339. Gontse Ntombi Magagula - 980124 1184 086 - 34 Majola Street, KWA THEMA, 1575 - *Moloto*
340. Bhekuyise Zakhele Shandu - 591102 5621 080 - Kwa Khoza Reserve, ESHOWE, 3815 - *Dlamini*
341. Phumaphi Cynthia Nkosi - 721010 2180 088 - Stand No 9577, Msholoz, BARBERTON, 1300 - *Ndlovu*
342. Nkosinathi Sibiya - 930529 6132 081 - Emmahhashin, ESTCOURT, 3310 - *Kheswa*
343. Laxola Sikolisi - 960415 5936 081 - P O Box 14, COFIMVABA, 5380 - *Sindapi*

344. Motlhouwa Solomon Tshenatshe - 700707 5377 083 - 1000 Tladi Street, BRANDFORT, 9400 - *Taaibosch*
345. Siyakolwa Mata - 970504 6110 081 - 59012 Bolo Street, Leaches Bay, EAST LONDON, 5200 - *Zazini*
346. Zikhona Nkomo - 871027 1324 085 - Mzintlana Area, LUSIKISIKI, 4820 - *Ngexe*
347. Masibonge Cekiso - 870317 5644 088 - Masonwabe Location, NCOBO, 5080 - *Booi*
348. Fezeka Tambodala - 671011 0846 084 - Dubana Area, LUSIKISIKI, 4820 - *Ngcobo*
349. Thabo Predwin Mthombeni - 900901 5537 089 - Block BZ 152 A, ATTERIDGEVILLE WEST, 0125 - *Matsemela*
350. Moses Motse Mofokeng - 760815 6239 082 - 3013 Mandela Street, BALFOUR, 1400 - *Tsotetsi*
351. Mmathabo Nkhensani Mokobane - 970730 0156 081 - 44 Lesoi Street, ATTERIDGEVILLE, 0152 - *Silica*
352. Sihle Shandu - 901125 0707 088 - P O Box 24091, KWADLANGEZWA, 3886 - *Mkhwanazi*
353. Linda Ndlela - 700215 5835 084 - Kwagwebu Area, VRYHEID, 3100 - *Mlambo*
354. Sinxolo Nogqwazi - 960305 5872 081 - P O Box 988, KING WILLIAMS TOWN, 5600 - *Balela*
355. Thabo Nhlanhla Mahlomuza - 870702 5625 080 - Stand No 132, SIYABUSWA, 0472 - *Aphane*
356. Kgethang Mabaleka - 960804 6187 085 - Manyolong Area, MT FLETCHER, 4770 - *Seele*
357. Mzwandile Nkosinathi Kunene - 900822 6372 088 - Sondaba Primary School, P O Box 1749, PONGOLA, 3170 - *Shamase*
358. Nonkululeko Lungile Mchunu - 911229 1216 087 - 4 Ayereshire Village, MONTANA, 7490 - *Maphumulo*
359. Nonathi Velebhayi - 770423 0828 089 - Zone 0415 A, Luyolo Street, Kayamandi, STELLENBOSCH, 7600 - *Diniwe*
360. Lazarus Ndawe Mbungele - 850314 5462 086 - Stand No 010219, Msogwaba Trust, MSOGWABA, 1215 - *Ripinga*
361. Surprise Mbowane - 790205 6401 086 - Stand No 214, Tshabelagaza, ACORNHOEK, 1360 - *Mkansi*
362. Thamsanqa Bhabha Mhlamvu - 850314 6027 086 - Ntlaza Area, LIBODE, 5160 - *Mtshokotshi*
363. Tshepo Floyd Khumalo - 921004 5268 089 - 2518 Blesbok Street, RATANDA, 1443 - *Ramiponi*
364. Phakamani Mthongana - 790906 6036 083 - 418 B Gwi-Gwi Street, Zone 6, MEADOWLANDS, 1852 - *Mogano*
365. Siyabonga Penuel Mbuyane - 950106 5491 084 - Stand No 10006, Spelanyane Trust, NELSPRUIT, 1200 - *Seriti*
366. Kenny Innocent Mashabane - 930704 5278 082 - P O Box 3122, MSOGWABA, 1215 - *Lubisi*
367. Teboho Joseph Sefume - 850529 5348 080 - 12685 Maroka Street, Zone 11, SEBOKENG, 1983 - *Matla*
368. Malefane Mafa - 720521 5674 084 - 1971 Section C, BOTSHABELO, 9781 - *Nkhabu*
369. Nosipho Qokole - 921124 1247 083 - 480 Tusha Avenue, ZWELETEMBA, 6852 - *Stuurman*
370. Siphamandla Goodwill Shabalala - 790816 5487 080 - Olivershoek Farm, BERGVILLE, 3350 - *Ndaba*
371. Mziwethu Ronney Ngema - 960522 5267 084 - 211 Tlou Street, Protea City, CHIAWELO, 1818 - *Mnguni*
372. Lehlohonolo Motloenya - 970729 6365 084 - 138 A Inkonjane Street, PHIRI, 1700 - *Malebo*
373. Trikana David Mokwena - 960108 5720 080 - 3513 Moseko Street, MODIMOLLE, 0510 - *Rehlamvu*
374. Nothando Eunice Msibi - 980926 0257 089 - 35754 Luthuli Street, TSAKANE, 1550 - *Maduma*
375. Hlengiwe Mbirha - 961015 0496 088 - 16014 Mashinini Street, Extension 5, Tsakane, BRAKPAN, 1550 - *Thenjwayo*

376. Maria Busakwe - 601218 0510 082 - Hwibi Village, GA-MATLALA, 0746 - *Ngoepe*
377. Segolo Barel Tolamo - 961110 5453 083 - P O Box 1691, MABLEHALL, 0450 - *Masemola*
378. Bandile Ntame - 811224 6239 086 - 20 Glemmist Street, SALDANHA, 7395 - *Xosa*
379. Rathete Kenneth Chepape - 760112 5307 080 - 239 Zone 8, SESHEGO, 0742 - *Raphasha*
380. Jacob Mike Nkambule - 780215 6131 080 - 2901 Kwazanele, BREYTEN, 2330 - *Munyai*
381. Siyabonga Director Sithole - 941003 5508 086 - S 716 Jwambi Street, Site B, KHAYELITSHA, 7525 - *Gumede*
382. Sinenhlanhla Nene - 951207 1034 081 - C 875 Folweni Township, ISIPINGO RAIL, 4110 - *Mcanyana*
383. Johannes Tsheboeng Kerneels - 680806 5980 088 - 10053 Gamothibi Village, KURUMAN, 8460 - *Mosala*
384. Eric Charles Swartz - 500905 5156 083 - 19366 Extension 8, Boitekong, RUSTENBURG, 0308 - *Masindi*
385. Sibonsile Emmah Mashego - 730315 1014 082 - P O Box 819, DENNILTON, 1030 - *Dlamini*
386. Siphenthi Takata - 971216 5827 081 - Mateko Area, LUSIKISIKI, 4820 - *Mtalalisi*
387. Mabokalake Anes Mathibe - 831026 6107 080 - Dithamaga, STEELPOORT, 1133 - *Tshebesebe*
388. Poulos Nkosnathi Ndimande - 870710 5443 081 - Stand No 647, Moloto, KWAMHLANGA, 1022 - *Mtimunye*
389. Hangwani Ndou - 841227 5950 086 - Lwamondo – Vhungwili, LWAMONDO, 0985 - *Mudau*
390. Patrick Thamsanqa Lukhozi - 710507 5387 084 - House No 44420, Mnamama Road, BOTHAS HILL, 3000 - *Mathonsi*
391. Mathapelo Mgorosi - 970321 0143 087 - 32110 Turflagte, Mangading, Kagisanong, BLOEMFONTEIN, 9300 - *Makena*
392. Wejaén Smit - 980105 5015 087 - 23 Danlop Street, KIMBERLEY, 8301 - *Viljoen*
393. Amos Hlati - 980515 6394 085 - 1294 Hani Park, WELKOM, 9473 - *Nyathi*
394. Nandipha Tshomela - 980811 0961 080 - P O Box 1086, HARDING, 4680 - *Gasa*
395. Xolani Mncube - 971221 6045 089 - 10378 Kedijang Street, Extension 3, DOBSONVILLE, 1863 - *Martin*
396. Ratshibvumo Netshia - 921202 6406 084 - Dzwerani – Mvelaphanda, VUWANI, 0985 - *Mulaudzi*
397. Johannes Nkadimeng - 431026 5169 085 - P O Box 414, NEBO, 1059 - *Monakedi*
398. Isaac Komane Choou - 800203 5428 083 - House No 942, JANE FURSE, 1085 - *Mafego*
399. Thulani Madulini - 970101 6742 086 - Upper Lotana Area, QUMBU, 5100 - *Ngxabatye*
400. Priscilla Bengu - 641207 0567 087 - P O Box 239, HARDING, 4680 - *Ntshingila*
401. Archibald Mange - 810806 5790 084 - Nu 111 No 103, Section 3, GUGULETHU, 7500 - *Sitshongaye*
402. Luvuyo Zimemo - 770207 5595 086 - 16515 Titum Street, VREDENBURG, 7380 - *Luzana*
403. S bongiseni Ngalwana - 881024 5778 083 - Mgobozweni Location, Tyinirha Area, BUTTERWORTH, 4990 - *Mabentsela*
404. Ntombizintle Sikiti - 650712 0923 089 - Mqonu Area, IDUTYWA, 4950 - *Ngoza*
405. Sixolise Nyanga - 830524 5809 087 - Tanga Area, BUTTERWORTH, 4960 - *Bulube*
406. Bafo Nkuhlu - 840924 6479 088 - Mtwaku Area, NQAMAKWE, 4990 - *Mpapela*
407. Simosakhe Gregory Mkhize - 781112 5977 085 - Stand No Z1997, UMLAZI, 4001 - *Gumede*

408. Maphoko Sarah Molokomme - 840213 0492 085 - 4188 Cosmo City, Extension 4, Cutsa Street, RANDBURG, 2125 - *Mothiba*
409. Bafana Nelson Ndlovu - 960926 6246 080 - Stand No 203, Buhlebesizwa RDP, MKOBOLA, 0458 - *Ntuli*
410. Amogelang Mathilda Motsatsi - 980411 0355 084 - 640 Zone 7, GA-RANKUWA, 0208 - *Baloyi*
411. Mahamba Johannes Mafrika - 580407 5399 089 - 1155 Vukani Street, Zone I, DIEPKLOOF, 1864 - *Mohubedu*
412. Solane Elisa Ngomani - 470521 0473 088 - 1808 Zone 3, SESHEGO, 0742 - *Khoza*
413. Tshepiso Seho - 900323 5363 087 - 511 F Mosemapela Street, Zone 3, SOWETO, 1852 - *Mathule*
414. Thandiwe Mbatha - 840404 1242 088 - 4813 Seripe Street, ORLANDO EAST, 1804 - *Ndimande*
415. Mandisa Immaculate Chiliza - 930426 0652 083 - New City, UMZIMKULU, 3297 - *Ngcem*
416. Petrus Jacobus Lategan - 811122 5256 087 - 175 Brecher Street, VRYHEID, 3100 - *Heyns*
417. Sibayonga Matshonisa - 750306 5653 087 - 1575 Phase 26, Trenance Park, VERULAM, 4340 - *Radebe*
418. Abraham Mielani Molebala - 880210 5347 083 - 3285 Braamfisherville, ROODEPOORT, 1724 - *Mabasa*
419. Aphiwe Gishe - 950828 5886 084 - Dabane A/A, ELLIOTDALE, 5070 - *Ngxekeshe*
420. Siyabonga Cyprian Hlofela - 901128 6345 085 - Kwahaza Location, MERRIVALE, 3291 - *Ngcobo*
421. Vuyo Lemao - 921017 5816 087 - 6036 Motloung Section, KATLEHONG, 1431 - *Xhongo*
422. Klaas Lefifi - 931031 5941 082 - 5047 Mogoro Street, REFILWE, 1003 - *Sindane*
423. Zandile Magwa - 930828 1208 080 - V319 Gemane Street, Site B, KHAYELITSHA, 7784 - *Ndava*
424. Mankopane Makobe - 460702 0207 088 - Tswaing, GA MASEMOLA, 0739 - *Ntshabeleng*
425. Shuping Kgosiyaborwa - 970707 5547 084 - 15581 Extension 14, JOUBERTON, 2574 - *Letlotleng*
426. Nomthuma Hantlishe - 520216 0257 082 - Kotyana Area, ELLIOTDALE, 5070 - *Maziko*
427. Senzo Njeni - 971227 6068 088 - Caba Area, NTABANKULU, 5130 - *Mchunu*
428. Prudence Makoma Makgoba - 970521 1040 089 - Private Bag X4011, TZANEEN, 0850 - *Moagi*
429. Sizwe Ndawo - 970430 6250 083 - Emabhuyeni Reserve, EMPANGENI, 3880 - *Khanyile*
430. Thabo Vengana - 740302 6173 087 - Mmangweni Location, BIZANA, 4800 - *Ncenjana*
431. Andile Duma - 970822 5315 083 - Amandawe, SCOTTBURGH, 4180 - *Tom*
432. Thandile Khangelani Wazanel Gumede - 920529 5460 089 - Snathing Location, PIETERMARITZBURG, 3200 - *Zuma*
433. Sabelo Siphosakhe Simelane - 781225 6655 086 - P O Box 4974, PONGOLA, 3170 - *Nyandeni*
434. Mzwandile Mhlophe - 941030 6221 088 - Kwa Shange, Elandskop, PIETERMARITZBURG, 3200 - *Zulu*
435. Tiisetso Patric Moloinyana - 940505 6511 084 - 1041 Mangaung, WITSIESHOEK, 9870 - *Mazibuko*
436. Doctor Zungu - 920722 6358 085 - 1865 P Tshabalala Road, CLERMONT, 3610 - *Mndaweni*
437. Buhle Collan Gwala - 980907 5325 089 - 1959 Irsuze Street, Sengoane, CHIAWELO, 1818 - *Mthembu*
438. Xolani Johannes Mbele - 860215 6228 087 - 1 Mokgatle Street, KWA THEMA, 1575 - *Matebula*
439. Vusumuzi Reginald Hoffman - 891228 5827 083 - Mpumelweni Area, NQUTU, 3135 - *Ndlovu*

440. Lemohang Nelson Phoko - 780802 5719 088 - Umkhobosa Reserve, ESIKHAWINI, 3887 - *Mthembu*
441. Lindokuhle Handsome Dhludhlu - 960403 5819 085 - 4961 Extension 4, Thusi Village, ERMELO, 2350 - *Roestoff*
442. Melusi Myeni - 950625 6397 081 - Mombeni, MTUBATUBA, 3968 - *Vilakazi*
443. Siyabonga Myeni - 980511 6320 089 - Mombeni, MTUBATUBA, 3968 - *Vilakazi*
444. Thabiso Nduduzo Dubazana - 980529 5990 082 - Dukuduku Area, MTUBATUBA, 3935 - *Mthembu*
445. Mqhamukiseni Matthews Mdletshe - 950822 6167 081 - 1085 Zone 4, Zonkiziwe, KATLEHONG, 1432 - *Mpanza*
446. Sifiso Peter Sibeko - 960905 6395 089 - House No 1964, OSIZWENI, 2900 - *Mhlongo*
447. Melusi Mfusi - 970219 6104 089 - House No 3438, BLAaubosch, 2952 - *Nxumalo*
448. Megan Elizabeth Jensen - 980513 0241 089 - 20 Ajax Way, Pinelands, CAPE TOWN, 7405 - *Asquith*
449. Given Robert Molefe Monare - 791003 5866 089 - 12691 Itumeleng Street, Rethabile, MAMELODI EAST, 0122 - *Mnguni*
450. James Berger - 900112 5072 081 - 13 Angvick Road, Nel Glen, VALHALLA, 0185 - *Le Grange*
451. Necky Lucy Makina - 590314 0548 082 - Private Bag X9040, BURGERSFORT, 1150 - *Nkuna*
452. Tshimane Sandy Lekomanyane - 880320 6131 087 - 1003 Ebony Park, Extension 1, MIDRAND, 1685 - *Mohale*
453. Mpeake Ishmael Mokhele - 920703 5405 085 - 1316 Mayibuye Commercia, Extension 34, MIDRAND, 5100 - *Dlomo*
454. Raymond Sensile Seeme - 860731 5765 085 - 740 Condor Street, SWANEVILLE, 1754 - *Mfingwane*
455. Angela Nokuthula Magana - 840221 0377 081 - 40 Ndlazi Street, Kwa Thema, SPRINGS, 1575 - *Msiza*
456. Kapudi Elphus Magabane - 680404 5970 083 - 9452 Siphwe Street, Extension 6, LANGAVILLE, 1550 - *Mokgala*
457. Nozibele Ashley Matunjana - 931020 1391 087 - 84 / 11906 Zone 9, PIMVILLE, 1809 - *Makeleni*
458. Amos Tukwane Nkosi - 910805 6332 085 - 5422 Thusi Village, ERMELO, 2350 - *Khanye*
459. Nomungathini Happiness Mazibuko - 920614 1167 084 - Emamfemfetheni, BERGVILLE, 3350 - *Zondo*
460. Ngesihle Ngidi - 970327 5772 085 - Madaka Reserve, RICHARDS BAY, 3887 - *Zungu*
461. Masande Manyantsela - 960827 1082 084 - Tonga Area, MQANDULI, 5100 - *Phakane*
462. Sinelizwi Zintle Sihele - 970208 0702 089 - Gxulu Area, Zithathele Location, LIBODE, 5160 - *Mnconco*
463. Indiphile Apleni - 971004 1069 084 - Shixini Area, WILLOWVALE, 5040 - *Tshingana*
464. Phakamani Peter Mdletshe - 930104 6402 080 - Private Bag X0042, PONGOLA, 5062 - *Khanyi*
465. Aphelele Msindo - 950829 1273 087 - P O Box 1777, MATATIELE, 4730 - *Rwarai*
466. Humbulani Sean Netshitenzhe - 960824 5308 086 - 4238 Madobi Street, Extension 2, CHIAWELO, 1818 - *Singo*
467. Phumlani Zungu - 930903 5864 087 - Snathing Location, PIETERMARITZBURG, 3200 - *Mnduna*
468. Mfundo Andreas Bhengu - 970203 6331 082 - Unit BB4, Imbali, PIETERMARITZBURG, 3200 - *Dumakude*
469. Daniel Vincent Zwane - 621118 5471 080 - 19 Umfuyaneni, TEMBISA, 1632 - *Meso*
470. Thilendran Pillay - 900510 5143 085 - 125 Ginger Road, Northdale, PIETERMARITZBURG, 3200 - *John*
471. Sibongile Nompilo Ngubane - 920423 0316 084 - Gwala Park, MOOIRIVIER, 3300 - *Shangase*

472. Thokozani Eric Mlambo - 820505 6774 083 - Madonela Area, UBOMBO, 3670 - *Mdluli*
473. Khulekani Alpha Masego - 861003 5969 086 - D 1212, Daantjie Trust, NELSPRUIT, 1200 - *Zulu*
474. Lebamang Isaac Tshabalala - 680820 5351 083 - 8397 Zone 7, SEBOKENG, 1985 - *Tolo*
475. Nqobani Ntombela - 950816 6130 081 - Mpolweni Location, PIETERMARITZBURG, 3200 - *Msoni*
476. Panuel Bongane Sibanyoni - 791229 5417 082 - 11700 Umkhamba Street, BOKSBURG, 1475 - *Dube*
477. Zinhle Nyaba - 880331 0875 082 - Edendale Location, PIETERMARITZBURG, 3200 - *Zulu*
478. Pauline Zwane - 970501 1180 085 - 1499 Kwamathukuza, NEWCASTLE, 2940 - *Khanye*
479. Lungisani Mbatha - 981206 5829 086 - Chwezi Area, NKANDLA, 3855 - *Mncube*
480. Lindokuhle Lungelo Tshabalala - 980509 5614 080 - 1807 Section 2, MADADENI, 2951 - *Nkabinde*
481. Sibahle Thabiso Janny Lugaju - 930801 5383 084 - A 282, UMLAZI, 4001 - *Mthembu*
482. Bheki Tshepiso Shabangu - 960616 5523 080 - 14840 Extension 11, SOSHANGUVE, 0152 - *Baloyi*
483. Advocate Masana Mbambe - 980228 5967 089 - Matiyani, MALAMULELE, 0982 - *Machebele*
484. Phaniel Madakwa Hlongo - 770228 5981 084 - 3468 – 27th Street, ETWATWA EAST, 1520 - *Mahungela*
485. Mcebisi Krisjani - 730616 6805 089 - 41786 Tshoma Street, KHAYELITSHA, 7784 - *Bolitshi*
486. Ahmad Phiri - 721017 5873 080 - 448 A Zone 6, MEADOWLANDS, 1700 - *Mthembu*
487. Moroke Abram Senamela - 941017 5505 082 - 25064 Boponang Street, Zone 4, DIEPKLOOF, 2001 - *Makhalemele*
488. Luzanne Van Jaarsveld - 950806 0032 086 - 21 Rina Street, EAST LYNNE, 0180 - *Fritz Van Jaarsveld*
489. Nompumelelo Peacefull Madlala - 951101 0452 081 - 4 Bednuze Area, CATO RIDGE, 3680 - *Dlamini*
490. Nontobeko Shelembe - 970929 1278 080 - Caluza, PIETERMARITZBURG, 3200 - *Mkulise*
491. Sipiwe Errol Mncwabe - 760804 5643 080 - P O Box , INANDA, 4310 - *Ngubane*
492. Nkosinathi Joseph Mbuli - 980520 6420 088 - Ngonini Area, NQUTU, 3135 - *Ximba*
493. Tumelo Dumsile Hobe - 930803 1521 089 - 13 Chonise Street, New Doornfontein, JOHANNESBURG, 2001 - *Makhanya*
494. Pearl Nothando Molefe - 861007 1289 084 - N 277 Umlazi, UMLAZI, 4001 - *Magasela*
495. Sphelele Ntuthuko Mthethwa - 960515 5625 087 - Nokweja Location, IXOPO, 3296 - *Zulu*
496. Rudzani Patrick Mukhanu - 740404 6239 080 - Stand No 227 A, Waterval Location, VHEMBE, 0970 - *Mutengwe*
497. Tokelo Nthakgeng Mahlaba - 951016 5800 086 - Ga-Morishong, JANE FURSE, 1085 - *Masemola*
498. Vusimuzi Patrick Mthlane - 770606 5324 084 - 422 Unit 18, IMBALI, 3201 - *Zuma*
499. Charles Mdlongwa - 800505 7280 084 - 671 Block A, MABOPANE, 0190 - *Dlamini*
500. Siyabonga Petros Sithole - 941110 6267 081 - No 1962 D, OSIZWENI, 2950 - *Nyembe*
501. Nomfundo Ndlovu - 950101 0409 082 - Tailors Location, PIETERMARITZBURG, 3200 - *Phoswa*
502. Minenhle Fortune Ngema - 910220 5800 084 - 01098 Wood Glen, HAMMARSDALE, 3699 - *Mzobe*
503. Melusi Michael Makhubu - 840210 6340 086 - Crimin, LADYSMITH, 3370 - *Mofokeng*

504. Tlotlo Bontle Maine - 960102 0310 088 - 27374 Vista Park, BLOEMFONTEIN, 9300 - *Mokoena*
505. John Mafika Sefuba - 670405 5453 089 - 15461 Albatros Street, Extension 16, GLEN RIDGE, 4208 - *Matumba*
506. Christophor Vusi Nkosi - 730708 5574 087 - 243 Msimango Street, STANDERTON, 2430 - *Moloi*
507. Kgodiso Deliverence Theko - 981029 0704 082 - P O Box 2920, ACORNHOEK, 1360 - *Kgoedi*
508. Tsholofelo Moswang - 970528 0846 085 - P O Box 2, MOROKWENG, 8614 - *Thekisho*
509. Naledi Tsolo - 960705 0620 080 - 1222 Hliso Street, MTHATHA, 5099 - *Zide*
510. Norman Vincent Mashele - 830416 5492 081 - Stand No 65, Area 2, Simile Location, SABIE, 1220 - *Mashile*
511. Thobeka Innocentia Jeza - 950505 0449 080 - Area 13, UMGABABA, 4126 - *Luthuli*
512. Mzuvele Innocent Cele - 880422 5648 085 - B 1190 Mpumalanga Township, SCOTTBURGH, 4180 - *Msimango*
513. Nyaniso Njisane - 930803 6480 083 - Private Bag X5006, MTHATHA, 5100 - *Beja*
514. Nosihle Confidence Mkhize - 890202 1649 081 - Kenterton Area, UMZINTO, 4200 - *Ngcobo*
515. Victoria Mbali Moloi - 810517 0742 083 - 311 Credi Section, KATLEHONG, 4100 - *Zuma*
516. Sinqobile Vilakazi - 911110 5789 081 - Braema Location, UMZINTO, 4200 - *Mazubane*
517. Zamokwakhe Sibonelo Mpungose - 971111 5852 082 - Sibhudeni Area, NKANDLA, 3135 - *Biyela*
518. Felixton Robert Mthethwa - 660420 5519 088 - P O Box 708, UMKOMAAS, 4170 - *Crawford*
519. Gerald Xabiso Ndamane - 880916 5412 087 - and a minor child - Liyema Zaelin Ndamane - 150802 0901 089 - 3 Ngesi Avenue, BEAUFORT WEST, 6970 - *Diamond*
520. Piet Pappie Mbonani - 741125 5953 087 - your wife - Linah Selephi Mbonani - 780616 0787 084 - Ga-Mashabela Area, JANE FURSE, 1085 - *Mashabela*
521. Songwane Moses Chauke - 590614 5679 083 - your wife - Puseletso Gladys Chauke - 670906 0259 082 - Stand No 34759, Extension 6, MAMELODI EAST, 0122 - *Mokoena*
522. Mpumelelo Elesseus Hoho - 470606 5894 089 - your wife - Nokwenzani Evelyn Hoho - 500201 0533 082 - 530 Masoka Street, Mlungisi Location, QUEENSTOWN, 5320 - *Goso*
523. Gladwin Nhlakanipho Lungwase - 831003 5616 080 - and a minor child - Kuhle Lwando Lungwase - 120502 5713 086 - Mthwalume Location, Ward 17, HIBBERDENE, 4220 - *Langazana*
524. Samukelisiwe Ellionella Mthiyane - 830903 1340 083 - and a minor child - Wandy Mthiyane - 060924 0771 087 - Amatimatolo Area, GREYTOWN, 3250 - *Gcabashe*
525. Nondzima Guga - 930614 0523 087 - and a minor child - Relebohile Guga - 140915 1002 088 - 3720 Joe Gqabi, ALIWAL NORTH, 9750 - *Kumkani*
526. Tshetsheo Jeremia Maharela - 470726 5501 086 - your wife - Mokgadi Margret Maharela - 640202 1431 087 - Matiring Area, BOCHUM, 0790 - *Mohohoma*
527. Vuyelwa Nozizi Funda - 800602 0891 080 - and a minor child - Zenande Sibabalwe Funda - 030224 0928 085 - Kubusi Village, STUTTERHEIM, 4830 - *Kilimbasho*
528. Jerry Malungisa Mngomezulu - 571204 5717 084 - your wife - Lamla Mngomezulu - 720414 0826 083 - Manzimahle Area, CALA, 5455 - *Tofile*
529. Monnicah Rangoato Mengoai - 830612 1272 085 - and your two minor children - Lyzer Kholofelo Mengoai - 120501 1238 080 - Given Tokelo Mengoai - 141218 6262 081 - Maandagsoek Area, BURGERSFORT, 1150 - *Moropa*

530. Nkosiphendule Fukuzela – 750617 5730 083 – your wife – Nokubonga Octavia Fukuzela – 780707 1170 089 – and your three minor children – Unathi Fukuzela – 020920 6507 086 – Sibonelo Fukuzela – 990509 6139 085 – Odwa Prince Fukuzela – 041212 6249 082 - P O Box 16, HARDING, 4680 - *Tshutsha*
531. Jabulani Herbet Sugazi - 740305 5533 086 – your wife – Lizzy Thandeka Sugazi – 770322 0714 085 - 43 W T Vale Street, PHILIP NEL PARK, 0183 - *Ngwenya*
532. Mbongeni Patrick Ngcobo – 780917 5474 086 – your wife – Thembeni Joyce Ngcobo – 830101 2569 087 - A712 Folweni Township, ISIPINGO RAIL, 4105 - *Ndlovu*
533. Neo Alexander Pheto – 820910 5988 082 – your wife – Keitumetse Rynette Pheto – 801201 0910 088 – and a minor child – Atlegang Waone Pheto – 120709 0258 088 - House No 887, Kgomotso Village, JAN KEMPDORP, 8589 - *Seoposengwe*
534. Kedishi Jeremia Masenya – 641120 5261 087 – your wife – Kate Mapaseka Mamokete Masenya – 630411 0553 088 - 4153 Umthambeka, Extension 11, TEMBISA, 1632 - *Mogane*
535. Shushu Johannes Sibanyoni – 541122 5195 084 – your wife – Lindiwe Letta Sibanyoni – 620705 0401 087 - 1071 Faleni Street, ERMELO, 2351 - *Nzimande*
536. Nomboniso Cathrine Nyamakazi – 770425 0329 083 – and your three minor children – Soyama Zanele Nyamakazi – 040302 0308 082 – Lwazi Iminathi Nyamakazi – 090120 5272 080 – Kamvalethu Nyamakazi – 980807 0807 083 - 3627 Ngcikiza Street, Old Cross Roads, NYANGA, 7750 - *Ndzotyana*
537. Gladness Nozipho Nyawose – 810217 0540 088 – and a minor child – Nhlonipho Sinakho Mbhele – 050308 5551 086 - P O Box 1166, UMTWENTWENI, 4235 - *Duma*
538. Idron Mxolisi Manyakanyaka – 591104 5751 081 – your wife – Buyile Virginia Manyakanyaka – 610331 0591 082 - D040701 Milkyway Road, DASSENHOEK, 3604 - *Miya*
539. Kelebogile Benjamin Letshabo – 720411 5389 083 – your wife – Maureen Letshabo – 840226 0772 082 - Linely Park Village, MAHIKENG, 2745 - *Mere*
540. Sewela Gloria Kekae – 890806 0846 082 – and a minor child – Senatla Katlego Kekae – 150921 5499 0087 - A14 Palfos Flat, PHALABORWA, 1390 - *Matima*
541. Bhekumuzi Nkosana Maila – 830721 5631 087 – your wife – Vuyisile Portia Maila – 880913 0324 086 – and a minor child – Muhle Kim Maila – 150826 1273 081 - 53 Hennie Marais, Nederlandpark, ERMELO, 2350 - *Mndawe*
542. Kokey Zamokwakhe Sweetness Zungu – 691214 5322 087 – your wife – Bongwiwe Gladness Zungu – 720307 0433 084 – and your three minor children – Sinakhokonke Bandile Zungu – 100908 5192 086 – Mvelo Minenhle Zungu – 010905 5382 088 – Fezile Zungu – 060217 5132 086 - 3285 Nkwazi Road, Unit 2, IMBALI, 3201 - *Hlubi*
543. Sello Isaac Riba – 860407 5593 088 – your wife – Mawisha Mosima Riba – 860504 0258 087 - Ga-Moretsele Area, JANE FURSE, 1085 - *Moela*
544. Mfungelwa Mzikayifani Mlambo – 610402 5818 083 – your wife – Goodness Nobuhle Mlambo – 620807 0465 086 - Thobothini Reserve, JOZINI, 3969 - *Manukuza*
545. Mbulelo Caiphus Lugogwana – 810724 5311 084 – your wife – Nomapostolo Lugogwana – 810828 1193 089 - P O Box 66, MATATIELE, 4730 - *Mashiyane*
546. Moyahabo Mina Hamese – 800709 0380 087 – and your three minor children – Tebogo Mike Hamese – 000329 5117 083 – Vhutshilo Gracewell Hamese – 030719 5431 084 – Maphari Tumelo Hamese – 110120 0219 082 - 14514 Braamfircher, Phase 3, ROODEPOORT, 1725 - *Mabeba*
547. Martin Thomas Mahlangu – 640315 5610 082 – and your two minor children – Samukele Bonginkosi Mahlangu – 070114 5096 080 – Ayanda Angellah Mahlangu – 030701 0443 082 - 159 Luthuli, Extension 5, KWAMHLANGA, 1022 - *Mabuma*
548. Vusumuzi Moses Hlakiwa – 630327 5379 081 – your wife – Nurse Ntombifuthi Hlakiwa – 760504 0394 081 - House No P1488, Section 7, MADADENI, 2951 - *Msibi*

DEPARTMENT OF HOME AFFAIRS

NO. 1077

23 SEPTEMBER 2016

ALTERATION OF FORENAMES IN TERMS OF SECTION 24 OF THE BIRTHS AND DEATHS REGISTRATION ACT, 1992 (ACT NO. 51 OF 1992)

The Director-General has authorized the following persons to assume the Forenames printed in *italics*:

1. Teresa Ganeko - 901222 1346 089 - 157 Ackerville Flats, Block 4, EMALAHLENI, 1039 - *Asanda Teresa*
2. Tumo Jim Lephuthing - 740319 5445 084 - 12407 Snakepark, KROONSTAD, 9499 - *Timothy*
3. Ongeziwe Moureen Dzanibe - 850727 1083 087 - Lourdes Mission , UMZIMKHULU, 3297 - *Ongeziwe Macrina*
4. Abram Leki Mokome - 821207 5776 081 - 1397 Godlo Street, BEKKERSDAL, 1779 - *Abraham Leki*
5. Lillian Mabuza - 830712 1213 087 - Stand No 297, Marite Trust, BUSHBUCKRIDGE, 1280 - *Lillian Phumzile*
6. Dumokazi Lubedu - 861010 1964 086 - 27788 Mgidlana Street, STRAND, 7143 - *Bianca Dumokazi*
7. Sthembiso Pro Khoza - 851028 6016 084 - Stand No 10312, Daantjie Trust, NELSPRUIT, 1216 - *Sthembiso Simon*
8. Nelisiwe Ndila - 870313 0989 081 - Slovo Park, MTHATHA, 5099 - *Nelisiwe Anelisa*
9. Rithabile Mashile - 940420 1052 086 - P O Box 972, BUSHBUCKRIDGE, 1280 - *Rethabile*
10. Cynthia Pulane Mere - 830101 0675 084 - 1256 Algeria Street, BRAAMFISCHERVILLE, 1724 - *Cynthia Puleng*
11. Tyconia Ngwanamoshira Mogano - 751221 0602 089 - P O Box 3255, MPHOGODIBA, 0732 - *Annah Ngwanamoshira*
12. Sibongile Dlangamandla - 700928 0357 082 - 2864 Mayfield, Extension 5, DAVEYTON, 1520 - *Gugulakhe Sibongile*
13. Lungile Jonas Kumalo - 710317 5312 086 - 216/19 Pela Street, Zone 7, Pimville, SOWETO, 1818 - *Shakazulu Makosetive*
14. Highway Zathu - 761218 5098 089 - 14 Old Flats, Block 9, LANGA, 7455 - *Thandikhaya*
15. Johanna Maria Krige - 730524 0052 080 - Plot 5, Okahandja, NAMIBIA, - *Manjo Johanna Maria*
16. Madikana Paul Sekhwela - 790523 5801 084 - 3998 Molotjwa Street, DOBSONVILLE, 1863 - *Madikana Duncan*
17. Nontembeko Osei - 700518 0814 081 - 19261 Samora Machel Street, Mandela Park, KHAYELITSHA, 2784 - *Nomakula Virginia*
18. Qhuma Mtendeni - 740515 5466 083 - 44589 Kumkani Street, Makaza, KHAYELITSHA, 7784 - *Qhuma Thomas*
19. Johannes Thimotius Wevers - 760606 5131 085 - Langmarkstraat 1, Urbanville, GEORGE, 6529 - *Jonathan Thomas*
20. Puleng Mankgono Motloug - 791108 0979 082 - Nkande Area, BLOODRIVER, 3102 - *Puleng*
21. Nikkie Moalamedi - 971123 0818 083 - 533 Hospitalview, MAHWELERENG, 0626 - *Mokgatjana Nikkie*
22. Richard Phosisi - 940903 6318 081 - 2437 Orlando East, SOWETO, 1804 - *Macheta Richard*
23. Lephline Granny Mahlangu - 901004 0956 088 - 490A Zion Section, KWALITHO, 0482 - *Lephline Matlodi*
24. Ednah Matsetselane Digauto - 900122 0792 088 - 1054 Stadium, BOLEU, 0474 - *Ednah Malebo Ramudubjane*
25. Mothusi Tristan Maleka - 980103 5224 080 - 47 Lakeview Crescent, Aspen Hills Nature Estate, Mulbarton, JOHANNESBURG, 2091 - *Tristan*

26. Siphenathi Ndawule - 920823 5944 089 - 10 Impala Street, AMANDEBULT, 1760 - *Siphenathi Jason*
27. Natalie Hellyar - 900614 0088 087 - 56 Mandeville Road, BRYANSTON, 2021 - *Natalie Florence*
28. Nadine Stelzia Williams - 901116 0041 081 - 89 Flamingo Road, Ocean View, FISH HOEK, 7975 - *Nabila Stelzia*
29. Sinegugu Nxumalo - 970930 1035 082 - B1993 Siyanda, KWAMASHU, 4360 - *Sinegugu Zandile*
30. Ratidzo Mazibuko - 940110 0340 083 - 1112 Protea Road, Ratanda, HEIDELBERG, 1441 - *Pamela Ratidzo*
31. Nontembiso Qumba - 640906 0979 082 - Balasi Area, FLAGSTAFF, 5099 - *Nontembiso Mashwabada*
32. Valley Kope Maaba - 620606 6427 086 - 22477 Phalaborwa Street, Barcelona, Etwatwa, DAVEYTON, 1519 - *Valley Lekobe*
33. Losemela Dick Ramonne - 611206 5732 080 - House No 2955, Takeng Section, BATLHAROS, 8470 - *Lesemela Dick*
34. Eliza Mamotobatsi Kutoene - 691026 0050 087 - 289 Skosana Section, KATLEHONG, 1450 - *Maphomolo*
35. Feni Pekula - 640606 5718 085 - 16 Mpangele Street, Ilitha Park, KHAYELITSHA, 7784 - *Fenethe*
36. Mahune Dihlare Kgaphola - 820626 6085 088 - Ga-Moretsele Area, JANE FURSE, 1085 - *Martins Dihlare*
37. Veronica Eunice Mahasha - 860628 0630 084 - 9698 Coconut Street, ORCHARDS, 0182 - *Veronica Eunice*
38. Megan Esau - 890120 0257 088 - 25 Durant Road, Silvertown, ATHLONE, 7764 - *Mymoena*
39. Mimi Khumalo - 880410 1297 080 - Patfontein Area, Block C, BENONI, 1501 - *Mimi Zanele*
40. Bongiwe Cunty Sithole - 891120 1119 088 - C1253 Bilanyoni, EZUMBE, 3180 - *Bongiwe Cynthia*
41. Levarn Viola Marks - 820130 0113 087 - 314 Van Der Berg Street, Danville, PRETORIA, 0001 - *Aqeelah*
42. Nathaniel Peter Stuurman - 931208 5188 084 - 27 Daisy Crescent, Heinz Park, MITCHELLS PLAIN, 7785 - *Ayaan Jahil*
43. Chanelle Marais - 970614 0219 083 - 57 Nenze Street, Delft South, DELFT, 7100 - *Riefqah*
44. Abegyle Berydene Kleinhans - 900510 0286 087 - 12 Foxglove Street, Lenteguur, MITCHELLS PLAIN, 7785 - *Akeefah*
45. Chanique Celine Blaauw - 970223 0192 082 - 17 Neville Lewis Street, New Woodlands, MITCHELLS PLAIN, 7785 - *Shaakirah*
46. Vuyisani Goodman Nkalitshane - 891215 6489 088 - Meulrivier Farm, NOLL, 6462 - *Vuyisanani Goodman*
47. Carmenita Goldman - 950212 0271 081 - 64 Strauss Street, Delft South, DELFT, 7100 - *Malika*
48. Martha Monica Mphuthi - 970627 0593 083 - 37 D Mangaung Village, WITSIESHOEK, 9870 - *Prim Heavenlyly*
49. Angeline Shapard Vooi - 870925 0713 086 - Private Bag X 1012, ATAMELANG, 2732 - *Nikiwe Dorothy*
50. Tshediso Ivy Nakeli - 970921 6035 086 - 10250 Snake Park, KROONSTAD, 9499 - *Tshediso Abe*
51. Thabile Mary Mbele - 680515 0847 081 - 2423 Klarinet, Extension 4, EMALAHLENI, 1039 - *Thulisile Marriam*
52. Kgomamotjatji Maryjane Rapolai - 960713 0476 081 - Marishane, JANE FURSE, 1085 - *Mangakane Maryjane*
53. William Remaketse Motemane - 750115 6134 082 - Private Bag X 13, WELKOM, 9460 - *William Moeketsi*
54. Hasani William Zitha - 580510 5690 082 - Po Box 138, MALAMULELE, 0982 - *Willion*
55. Nobathembu Mzize - 800910 1615 089 - Redoubt Location, BIZANA, 4800 - *Nobathembu Nobuntu*
56. Mzochithwayo Mtiyane - 510101 6570 088 - Po Box 14, NKANDLA, 3885 - *Fundakuye*
57. Desigan Chetty - 911226 5160 089 - House 57 Road 726, Monford, CHATSWORTH, 4092 - *Milan Desigan*

58. Moses Botlhoko Legegeru - 970302 5905 084 - House No 20062, Matlhonyane Village, MAHIKENG, 2735 - *Moses Paseka*
59. Byron Macbryan Thomas - 940329 5330 085 - 16 Anemone Close , Springbok Street, Kewtown , ATHLONE, 7764 - *Baheer*
60. Sheila Thamahane - 871201 1258 086 - M 334 Kwaza Street , Site B, KHAYELITSHA, 7784 - *Lerato Sheila*
61. Aubrey Manguantshu Maleka - 891128 5392 080 - 34 – 15th Avenue, ALEXANDRA, 2090 - *Sihle Aubrey*
62. Trypina Ngwenya - 860723 5627 084 - 1110 Esselen Park, TEMBISA, 1632 - *Sibusiso Trynos*
63. Khakhathi Thihumbulwi - 870612 6007 081 - 11 Iris Road, Primrose, GERMISTON, 1401 - *Mpho Ralph*
64. Nontyatyambo F C Galela - 640915 1036 081 - Xura Area, LUSIKISIKI, 4820 - *Nontyantyambo Felicity*
65. Dlon Princess Nkomo - 910415 1494 086 - Mgubo Area, MATATIELE, 4730 - *Olon Princess*
66. Tamsin Jooste - 940324 0261 088 - 31 St Davids Street, WELLINGTON, 7655 - *Tougheedah*
67. Nwabisa Madolo - 921111 1023 085 - C 973 Mazimba Street, Site C, KHAYELITSHA, 7784 - *Bongeka*
68. Basi Ditau Magampa - 540627 5703 084 - 3667 Phase 8, SOSHANGUVE, 0152 - *Stevens Motswaledi*
69. Ananias Mafime Mogoale - 530707 5298 087 - Mashite, MPHAHLELE, 0736 - *Hanania Mafime*
70. Dipa Gilbert Mohale - 501115 5333 083 - 386 Sekakeng, BOTLOKWA, 0812 - *Pipa Gilbert*
71. Malekele Johannah Rampedi - 540828 0342 080 - New Stands, NEBO, 1059 - *Thakgudi Johannah*
72. Damian Kenny - 890327 5364 088 - 105 B Kersboom Street, BONTHEUWEL, 7764 - *Abdudayaan*
73. Matshidiso Martha Booysen - 611211 0682 082 - Po Box 117, WELLINGTON, 7655 - *Martha*
74. Samkeliwe Mlindazwe - 980110 6006 085 - 2873 Stand, Margate, Jacaranda Street, MARGATE, 4275 - *Samkelo Teddy*
75. Lauren – Talisa Bowers - 900118 0160 086 - 147 Hanover Park Avenue, HANOVER PARK, 7780 - *Farazaanan*
76. Pulani Marais - 930406 0121 081 - 14 Audrey Blignault Street, LANGENHOVEN PARK, 9330 - *Millé Pulani*
77. Fugguery Mokhomola - 930216 5503 088 - Mokgapeni Village, NAPHUNO, 0857 - *Faggry*
78. Matlalane Lydia Loate - 640110 0974 082 - 75 Beril Road, Waldrif, VEREENIGING, 1930 - *Matlalane Letitia Lydia*
79. Ofentse Tshiamo Mosala - 940117 0417 084 - 1383 Rapulana Street, THABAA – NCHU, 9780 - *Ofentse Tshiamo Mabojang*
80. Chris Motsilili - 681212 6745 084 - 11 Rudolph, Ginsberg Road, KING WILLIAMS TOWN, 5600 - *Chris Lineo*
81. Mandisa Nkatshase - 950515 0014 081 - Bonke Location, KING WILLIAMS TOWN, 5600 - *Mandisa Asitha*
82. Mothepana Eva Manokoana - 961230 1283 084 - Po Box 122, Essouruka, RADITSHABA, 6718 - *Mothepana Hellen*
83. Nombuso Alphina Yika - 850420 0763 087 - 1003 Matsipa Street, SPRUITVIEW, 1431 - *Nombuso Alphina Mbali*
84. Clifford Khotso Kwadibane - 960612 5414 081 - 4232 Lake side, Extension 3, ORANGE FARM, 1984 - *Clifford Kagiso*
85. Maria Nokuthula Jiyane - 831014 1020 086 - 1350 Tweefontein, KWAMHLANGA, 1022 - *Tracy Nokuthula*
86. Dlembani Hendrick Mathunse - 940205 6023 087 - Welverdien Trust, MHALA, 1365 - *Dancan Hendrick*
87. Lethiwe Pretty Dlamini - 920220 1340 083 - 4 Room Section, MOOI RIVER, 3300 - *Nelisiwe Lethiwe*
88. Julia Phukubye - 740630 0328 087 - 25 Divine Estate, Bendor, POLOKWANE, 0699 - *Molosi Mashila Julia*
89. Nonzwakazi Feke - 980417 0800 086 - Ciko Area, WILLOWVALE, 5040 - *Nosibusiso*

90. Ntombokuqala Mafumana - 980703 1211 088 - Trf47b, Site B, KHAYELITSHA, 7784 - *Melokuhle*
91. Zizipho Mbhele - 971227 0944 086 - 2288 Hanthorn Street, Extension 3, MARGATE, 4275 - *Hloniphile Zizipho*
92. Justice Rampongwe Mohlamonyane - 830517 5520 084 - 108 Thabakhubedu, DENNILTON , 1030 - *Justice Tšiyi*
93. Mashokeng Moimana - 730911 0563 085 - 20397 Lefokotsane Street, Mfundo Park, VOSLOORUS, 1401 - *Mmasokeng Hunadi*
94. Lindiwe Kalawe - 661028 0728 080 - 6 Helewa Street, Graceland, KHAYELITSHA, 7784 - *Pamella Lindiwe*
95. Wendell Tose - 971001 6331 089 - 3 Vuylisile Mini Street, KWANOBUHLE, 6242 - *Wandile Wendell*
96. Tinyiko Kubayi - 980420 5157 080 - 273 Mandela , Njhakanjhaka, ELIM , 0960 - *Tinyiko Marcus*
97. David Michael Baartman - 580322 5206 087 - 32 Deverill Road, Welenvale, PORT ELIZABETH, 6020 - *Manier*
98. Gofaone Nyamane - 980313 0395 088 - 266 Marole Section, Lekubu Village, LEHURUTSHE, 2891 - *Gofaone Ntebang*
99. Nozweletu Pike - 841224 0968 080 - 20 Lukwart Street, Delft South, DELFT, 7100 - *Tembela Nozweletu*
100. Vuyani Alfred Macala - 750505 7205 081 - No 3 Jakaranda Street, Riviera Park, MAHIKENG, 2745 - *Jabulani Alfred Vuyani*
101. Zoleka Michiel Myataza - 941130 1066 080 - 98 Eden Street, QUEENSTOWN, 5320 - *Minentle Zoleka*
102. Nora Gumede - 850723 0465 086 - Po Box 340, KWANGWANASE, 3973 - *Asande Nonhle Nora*
103. Ndumiso Sanele Sibiyi - 900913 6203 082 - Po Box 282, KWANGWANASE, 3973 - *Ndumiso Eugene*
104. Vusumuzi Sibiyi - 810507 5714 088 - Suburb 16 Stand 103, Amstrong Road, NONGOMA, 3954 - *Vusumuzi Mthandeni*
105. Tebatso Bale - 921121 0353 086 - 2806 Zone 2, SESHEGO, 0699 - *Tebatso Blessing*
106. Lingesperie Sheik Hameed - 840625 0149 086 - 211 Growveend Drive, Unit 25, STAWMORE – PHOENIX, 4068 - *Nafisa*
107. Ntombikayise Florence Kuzwayo - 591107 0710 085 - 6646 Mkhize Street, Extension 5, Po Tshiawelo, TSHIAWELO, 1818 - *Nomathemba Ntombikayise Florence*
108. Manuel Fana Moema - 531223 5165 085 - 23 Moretele View, MAMELODI WEST, 0122 - *Manuel Reuben*
109. Mphoreng Justice Mekoane - 960706 5560 081 - 519 Block Tt, SOSHANGUVE , 0152 - *Justice Diphatse*
110. Zamani Mkhwanazi - 951130 5807 080 - Po Box 6027, MTHUNZINI, 3867 - *Zamani Thembinkosi*
111. Shopeng Freddy Moimane - 740122 5782 088 - Ga Chee, Phokoane, NEBO, 1059 - *Mothelle Freddy*
112. Olu Mbono - 950815 6123 088 - Mdlankomo Area, LIBODE, 5160 - *Oluthando*
113. Yibanathi Titi - 930523 5542 085 - 5868 Basic Frbrury Street, SAMORA MACHEL, 7785 - *Nathan Yibanathi*
114. Theophalus Evans Baloyi - 760622 5357 083 - 26 Alwyn Kotz Street,
115. , THE ORCHARD, 0182 - *Themba Evans*
116. Innocent Bongikosi Mahlangu - 930922 6387 088 - 1059 Tweefonein C, KWA – MHLANGA, 1022 - *Bonginkosi Innocent*
117. Keletso Kembaly Mashigo - 980127 0568 084 - 6944 Section U, MAMELODI WEST, 0122 - *Keletso Kembaly Zondiwe*
118. Amdoti Racheal Shiwa - 900111 0392 080 - 37 Huntley Street, WESTONARIA, 1779 - *Racheal*
119. Edmond Mokwena - 800825 5343 084 - 1266 Block Hh, SOSHANGUVE, 0152 - *Edmond Sphiwe*
120. Solly Chauke - 790703 6067 089 - Mbhalati Village, MALAMULELE, 0982 - *Solly Masenyani*
121. Tandiswa Yaso - 970624 0993 082 - Ngqutu Location, KING WILLIAMS TOWN, 5600 - *Thandiswa*

122. Sinoluvuyo Delekile - 951008 5758 083 - Lotana Area, TSOLO, 5172 - *Sinovuyo*
123. Bheku Mndeni Mchunu - 971008 6028 086 - Ncwadi Location, BULWER, 3244 - *Bhekumndeni Innocent*
124. Ndivhuho Matilda Tshikanda - 880529 0566 086 - Stand No 135 Zamekomste, Kutama Village, KUTAMA, 0081 - *Ndivhuho Victor*
125. Kgalalelo Puline Sedikwanyane - 881001 0790 081 - House No 10057, March Village, KURUMAN, 8460 - *Kgalaletso Pauline*
126. Yaseem Equbal - 811209 0123 089 - 92 F Tasvir Mansions, PHOENIX, 4008 - *Yasmin*
127. Kuitumetse Gaolathwe - 710711 0655 087 - House No 8 E, Kanara Village, KURUMAN, 8460 - *Keitumetse*
128. Ishwarlall Balsarang Jugwanth Jugwanth - 610310 5118 083 - 5 Turo Road, LADYSMITH, 3370 - *Ishwarlall Balsarang*
129. Keamogetswe Excellent Mphahlele - 970523 5659 088 - 1004 Maralaleng, MPHAAHLELE, 0756 - *Kgagodi Excellent*
130. Abigail Maatlane - 961205 0884 082 - Mokgapeni Village, NAPHUNO, 0857 - *Mmathobela Abigail*
131. Nontobeko Francisca Ntuli - 840909 1259 080 - Mpotholo Area, NKANDLA, 3855 - *Ntobeko Fransiscah*
132. Lee – Shane Geneveve Jacobs - 901020 0252 088 - 9 Tigermoth Close, Rocklands, MITCHELLS PLAIN, 7785 - *La'eeqah Lan*
133. Tokelo Mogale - 950405 0634 080 - House No 3279, Unit 10, MMABATHO, 2735 - *Tokelo Nomsa Hope*
134. John Shilombane - 960506 5732 080 - 1154 Section 6, LEFATLHENG, 0418 - *John Mpho*
135. Sonto Thandanani Mbatha - 920628 0734 082 - 82 Maleka Street, AMERSFOORT, 2490 - *Sindi Bonisile*
136. Refentse Rebaone Bankutlwang - 941024 0232 084 - House No 678 B , PAMPIERSTAD, 8566 - *Ntombizodwa Refentse*
137. Tebang Elias Ntsokgolo - 930506 5967 089 - Po Box 1872, BOCHUM, 0790 - *Thabang Elias*
138. Lavhelesani Mugumo - 950728 6190 082 - Mankweng Unit E, MANKWENG, 0727 - *Refilwe Knight*
139. Rachel Thandiwe Wiltshire - 970326 0548 086 - 20 Peri Road, CLOVELLY, 7975 - *Thandiwe*
140. Jan Benya - 790411 5544 088 - 56 13th Avenue, Gonubie, EAST LONDON, 5241 - *Jama Lucky*
141. Anandhan Moodley - 750414 5138 081 - 23 Airfern Angle, Brackenhams, RICHARDS BAY, 3900 - *Jody*
142. Delicia Mutazu - 781015 0493 083 - 605 Preston Place, Alexandra , Thadhope Street, BEREA, 2198 - *Rebekah*
143. Velancia Juanita Walker - 810126 0450 083 - 9 Daisy Street, Danville, MAHIKENG, 2745 - *Valencia Juanita*
144. Lucy Buyapi - 690101 2102 086 - V 468 Site B, KHAYELITSHA, 7784 - *Lucy Pumla*
145. Nosizwe Feni - 850912 1123 089 - Pumlani Village, LOTUS RIVER, 7941 - *Nosizwe Liphole*
146. Someone Ditse - 960323 5689 082 - 1101 Lokgalong Village, MAFIKENG, 2745 - *Otshepeng Someone Andile*
147. Denica Patricia Stanley - 960413 0133 085 - 90 11th Avenue Street, CAPE TOWN, 7945 - *Dilshaat*
148. Matsie Dinah Sephai - 940302 0842 081 - 324 Goeyewonden Village, VENTERSDORP, 2710 - *Katlego Dinah*
149. Vincent Kwineka Cuinica - 890301 5686 089 - 16072 Extension 15, Mamello Street, Jouberton, KLERKSDORP, 2574 - *Vincent Sthando*
150. Kelebetswe Vivian Mongale - 940315 0373 089 - 38847 Freedom Square, BLOEMFONTEIN, 9323 - *Kelebetswe Vivian*
151. Nomzamo Cebisile Gumede - 890829 1364 087 - Po Box 347, HLUHLUWE, 3960 - *Zamile Immaculate*
152. Leshoro Jacob Magashula - 860925 6295 080 - 2365 Newtown, MHLUZI, 1053 - *Maketeng Jacob*

153. Mathekanyana Ananias Ramontja - 880425 6008 084 - 1018 Avalon, MHLUZI, 1053 - *Mpsane Annanias*
154. Gabisani Geoffrey Shabane - 870611 5702 080 - Imbali Unit 14, PIETERMARITZBURG, 3201 - *Gabisani Jeffrey*
155. Siyabongamzamo Nxumalo - 980213 5769 081 - 2240 Mvunyane Area, EMONDLO, 3100 - *Siyabonga Mzamo*
156. Evecia Kwena Marakalala - 640223 0742 084 - F 118 Paulhof, 207 Minnaar Street, PRETORIA, 0002 - *Evecia Morakane*
157. Timo Tommy Mashatole - 640205 5534 087 - 28303 Pilane Street, Extension 5, PRETORIA, 0001 - *Masilo Tshepo Elia*
158. Malimabe Martin Bakane - 790906 5385 085 - 8170 Mareka Street, SHARPVILLE, 1928 - *Mohapi Martin*
159. Abie Windvoel - 730109 5152 083 - 17 Thornville Street, UITENHAGE, 6230 - *Ibrahim*
160. Fredwill Markgraaff - 980123 5434 083 - 125 Tornadoville, HANOVER, 7005 - *Fredwill Kian*
161. Joel Monyoke Malatji - 900205 5919 085 - Ga Selala, MOROKE, 1129 - *Joel Tumedí*
162. Bananye Ponono - 960508 6152 086 - 1178 Nu 13, MDANTSANE, 5219 - *Bamanye*
163. Sinead Mashiane - 951224 0163 084 - 2334 Block B, NAMAKGALE, 1391 - *Mmashibu Keith Sinead*
164. Selatole Raymond Tshehla - 980619 5415 089 - Rietfontein, NEBO, 1059 - *Noka Tšhegofatšo*
165. Relebogile Ernest Mohale - 790322 5959 087 - No 1018 Bolata Village, Bolata Village, QWAQWA, 9570 - *Sekoala Relebogile Ernest*
166. Sisimogang Lucia Matlhare - 880707 1202 089 - 167 Groenwater, POSTMASBURG, 8420 - *Lucia Kelebogile*
167. Mabuti Hendrick Cekiso - 601214 5583 083 - 11966 Nzo Street, POTCHEFSTROOM, 2531 - *Mabuti Hendrick John*
168. Koketso Matlakala Matjane - 980525 0404 087 - 434 Block D, MABOPANE, 0190 - *Koketso*
169. Andreas Siyabonga Zondi - 881005 6139 086 - Dulela Location, MPOPHOMENI, 3291 - *Sbonelo Siyabonga*
170. Morongwa Zipporah Khunou - 950507 0366 082 - Block 4 Unit 5, Villa Primarius, WATERVAL EAST, 0300 - *Phetogo*
171. Noluthando Mkhize - 970728 0567 083 - Engulule Area, TUGELA FERRY, 3010 - *Snethemba Noluthando*
172. Kribon Patricia Ralo - 820408 0793 086 - 5 Bebeza Avenue, BISHOP, 5605 - *Kedibone Patricia*
173. Relebohile Masabata Agosi - 930218 0272 081 - 7546 Seboko Street, Rocklands, BLOEMFONTEIN, 9323 - *Relebohile*
174. Moegamat Riyaan Abrahams - 880614 5054 088 - 11 Faneva Heights, Page Avenue Eastliegh Ridge, EDENVALE, 1609 - *Riyaan*
175. Yandisa Mvili - 980305 5839 086 - Ny 57 No 40 Gugulethu, CAPE TOWN, 7750 - *Yandisa Chad*
176. Kantiseng Tania Mohale - 931129 0740 085 - 3358 Boyce Nondala, BARKLY EAST, 9786 - *Nkatiseng Tania*
177. Asavela Sigodi - 940713 0634 080 - 14 Mbashe Street, Mbuqe Extension, MTHATHA, 5099 - *Asavela Wendy*
178. Beauty Makhathane - 910526 0420 086 - 1541 Steve Tshwete, LADY GREY, 9755 - *Mphomotseng*
179. Berthaz Dumezweni - 940421 0786 088 - Qotera Area, QUMBU, 5180 - *Nqabakazi Berthaz*
180. James Mfana - 660220 5692 087 - 9464 Unathi Mketa, EZIBELENI, 5326 - *Mzwandile James*
181. Uviwe Bobotyana - 740715 0873 081 - 11339 Sabata Dalindyebo, Mlungisi, QUEENSTOWN, 5320 - *Nolufefe Uviwe*
182. Jacob Kleinboy Masango - 700206 5924 085 - 716 Mathibestad, HAMMANSKRAAL, 0400 - *Jacob Bones*
183. Clementine Madimule - 921030 0791 080 - 14386 Ratsoma Street, MAMELODI EAST, 0122 - *Boitumelo Clementine*

184. Nkhoamarema Sechabe - 900101 6175 084 - 14 Letsatsi Street, LOTUS GARDENS, 0008 - *Nkhoamarema Marumo Gabriel*
185. Segotjane Florah Tau - 770829 0398 081 - 25 Adventus Place, 21 Bush Street, LADANNA, 0557 - *Segotjane Florah Mpho*
186. Ntombizamdile Lillian Sapepa - 531121 0331 084 - Zimbane Area, MTHATHA, 5099 - *Ntombizamdile Lillian*

DEPARTMENT OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT

NO. 1078

23 SEPTEMBER 2016

PROMOTION OF ACCESS TO INFORMATION ACT, 2000**DESCRIPTION SUBMITTED IN TERMS OF SECTION 15(1)**

I, Tshililo Michael Masutha, Minister of Justice and Correctional Services, hereby publish under section 15(2) of the Promotion of Access to Information Act, 2000 (Act No. 2 of 2000), the descriptions submitted to me in terms of section 15(1) of the said Act by the –

**KWAZULU-NATAL PROVINCIAL GOVERNMENT: DEPARTMENT OF
CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS**

As set out in the Schedule



**TSHILOLO MICHAEL MASUTHA, MP
MINISTER FOR JUSTICE AND CORRECTIONAL SERVICES**

ANNEXURE D

AVAILABILITY OF DEPARTMENTAL RECORD AND ACCESS TO SUCH

DESCRIPTION OF CATEGORY OF RECORDS AUTOMATICALLY AVAILABLE IN TERMS OF SECTION 15(1)(a) OF THE PROMOTION OF ACCESS TO INFORMATION ACT, 2000	MANNER OF ACCESS TO RECORDS (e.g. website)(SECTION 15(1)(a))
RECORDS FOR INSPECTION IN TERMS OF SECTION 15(1)(a)(i):	
For Example: Documents that cannot be released but can only be inspected from the office	The records may be accessed from the Department on request, addressed to: The Office of the Information Officer Department of Cooperative Governance and Traditional Affairs 330 Langalibalele Street (formerly Longmarket) Pietermaritzburg, 3201 Telephone: 033 395 3084 Email: Vernon.anley@kzncogta.gov.za Website: http://www.kzncogta.gov.za
RECORDS FOR PURCHASING IN TERMS OF SECTION 15(1)(a)(ii):	
(a) Tender documents as directed by SCM (b) Maps as directed by DIS	The records may be purchased from the respective Business Units. Prices are available on request.
RECORDS FOR COPYING IN TERMS OF SECTION 15(1)(a)(ii)	
For records that are automatically available Annexure B (Request Form A) does not need to be completed however fees may still be charged as per Annexure E	The records may be accessed from the Department on request, addressed to: The Office of the Information Officer Department of Cooperative Governance and Traditional Affairs 330 Langalibalele Street (formerly Longmarket) Pietermaritzburg, 3201 Telephone: 033 395 3084 Email: Vernon.anley@kzncogta.gov.za Website: http://www.kzncogta.gov.za

RECORDS AVAILABLE FREE OF CHARGE IN TERMS OF SECTION 15(1)(a)(iii)	
<p>(a) the Departmental strategic plan;</p> <p>(b) the vision, mission and values of the Department;</p> <p>(c) the Legislative mandates of the Department;</p> <p>(d) the core, non-core and support functions of the Department;</p> <p>(e) updated Departmental Policies;</p> <p>(f) all Departmental Publications;</p> <p>(g) all speeches by the MEC and senior officials;</p> <p>(h) all Departmental Circulars;</p> <p>(i) the Injobo, Pivot and Contact Booklets;</p> <p>(j) the monthly official Fuel Tariffs as issued by National Department of Transport</p> <p>(k) the Departmental Research Proposals</p>	<p>The records may be accessed from the Departmental website at www.kzncogta.gov.za</p>
DESCRIPTION OF CATEGORY OF RECORDS AVAILABLE ON REQUEST IN TERMS OF SECTION 6(1) OF THE PROMOTION OF ACCESS TO INFORMATION ACT, 2000	MANNER OF ACCESS TO RECORDS (e.g. website)(SECTION 15(1)(a))
RECORDS AVAILABLE THROUGH FILLING IN A REQUESTOR FORM (ANNEXURE B)	
<p>All documents listed under Section 11 of the Manual</p> <p>For Example: The Manase Report which was made available in 2013 and for which a Request Form had to be submitted.</p>	<p>The records may be accessed from the Department on request, addressed to:</p> <p>The Office of the Information Officer Department of Cooperative Governance and Traditional Affairs 330 Langalibalele Street (formerly Longmarket) Pietermaritzburg, 3201 Telephone: 033 395 3084 Email: Vernon.anley@kzncogta.gov.za Website: http://www.kzncogta.gov.za</p>

DEPARTMENT OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT

NO. 1079

23 SEPTEMBER 2016

PROMOTION OF ACCESS TO INFORMATION ACT, 2000**DESCRIPTION SUBMITTED IN TERMS OF SECTION 15(1)**

I, Tshililo Michael Masutha, Minister of Justice and Correctional Services, hereby publish under section 15(2) of the Promotion of Access to Information Act, 2000 (Act No. 2 of 2000), the descriptions submitted to me in terms of section 15(1) of the said Act by the –

**MPUMALANGA PROVINCIAL GOVERNMENT: DEPARTMENT OF
HEALTH**

As set out in the Schedule



**TSHILILO MICHAEL MASUTHA, MP (ADV)
MINISTER FOR JUSTICE AND CORRECTIONAL SERVICES**

DESCRIPTION OF CATEGORIES OF RECORDS AUTOMATICALLY AVAILABLE IN TERMS OF SECTION 15 (1) (a) OF THE PROMOTION OF ACCESS TO INFORMATION ACT, 2000	MANNER OF ACCESS TO RECORDS IN TERMS OF SECTION 15 (1) (b)
FOR INSPECTION IN TERM OF SECTION 15 (1) (a) (i)	
<ul style="list-style-type: none"> • Departmental policies, legislations and regulations • Annual reports. • Annual Performance Plans. • Employment Equity Plans • Employment Equity Reports • Human Resources Management Plan • Court decisions • Arbitration awards • Departmental forms • MEC Speech and Budget vote • Newsletters, Posters and Publications • Health pamphlets • Customer satisfaction reports • Statistics regarding grievances lodged • Bargaining Chambers Resolutions. • Media enquiries and responses. • Health Guidelines • Standard operating procedures • List of Non-Governmental Organization working with the Department 	<p>These documents can be inspected after arrangement has been made with the Deputy Information Officer and or by visiting the Mpumalanga Department website www.mpuhealth.gov.za</p> <p>Dr. S Mohangi Acting Head of Department Tel: (013) 766 3429/3031 Email: SaveraM@mpuhealth.gov.za</p> <p>Mr. JM Khalishwayo Deputy Information Officer Tel: (013) 766 3351 Email: JamesK@mpuhealth.gov.za</p>
FOR PURCHASING IN TERM OF SECTION 15 (1) (a) (ii)	
<ul style="list-style-type: none"> • Duplicate qualification certificates 	<p>By requesting these through the Principal of School/college of Nursing and on payment of fees prescribed by the school.</p> <p>Dr. S Mohangi Acting Head of Department Tel: (013) 766 3429/3031 Email: SaveraM@mpuhealth.gov.za</p> <p>Mr. JM Khalishwayo Deputy Information Officer Tel: (013) 766 3351 Email: JamesK@mpuhealth.gov.za</p>

FOR COPYING IN TERMS OF SECTION 15 (1) (a) (ii)	
<ul style="list-style-type: none"> • Student academic records or results • Departmental policies, legislations and regulations • Annual reports. • Annual Performance Plans. • Employment Equity Plans • Departmental forms • MEC Speech and Budget vote • Newsletters, Posters and Publications • Health pamphlets • Bargaining Chambers Resolutions. • Media enquiries and responses. • Health Guidelines • Standard operating procedures 	<p>For academic records the relevant school or college principal must be contacted</p> <p>The records may be obtained on request in writing to the Deputy Information Officer and on payment of fees prescribed alternatively they may be downloaded by visiting the website.</p> <p>Dr. S Mohangi Acting Head of Department Tel: (013) 766 3429/3031 Email: SaveraM@mpuhealth.gov.za</p> <p>Mr. JM Khalishwayo Deputy Information Officer Tel: (013) 766 3351 Email: JamesK@mpuhealth.gov.za</p>
AVAILABLE FREE OF CHARGE IN TERM OF SECTION 15 (1) (a) (iii)	
<ul style="list-style-type: none"> • College brochures • College prospectus • Contact numbers • MEC speeches • Newsletters, posters and publications • Health pamphlets and posters 	<p>By visiting the schools of Nursing and or the Department.</p> <p>Dr. S Mohangi Acting Head of Department Tel: (013) 766 3429/3031 Email: SaveraM@mpuhealth.gov.za</p> <p>Mr. JM Khalishwayo Deputy Information Officer Tel: (013) 766 3351 Email: JamesK@mpuhealth.gov.za</p>

DEPARTMENT OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT

NO. 1080

23 SEPTEMBER 2016

PROMOTION OF ACCESS TO INFORMATION ACT, 2000**DESCRIPTION SUBMITTED IN TERMS OF SECTION 15(1)**

I, Tshililo Michael Masutha, Minister of Justice and Correctional Services, hereby publish under section 15(2) of the Promotion of Access to Information Act, 2000 (Act No. 2 of 2000), the descriptions submitted to me in terms of section 15(1) of the said Act by the –

**EASTERN CAPE PROVINCIAL GOVERNMENT: OFFICE OF THE
PREMIER**

As set out in the Schedule



**TSHILILO MICHAEL MASUTHA, MP
MINISTER FOR JUSTICE AND CORRECTIONAL SERVICES**



Province of the
EASTERN CAPE
OFFICE OF THE PREMIER

OFFICE OF THE PREMIER

FORM "D"

AUTOMATICALLY AVAILABLE RECORDS AND ACCESS TO SUCH RECORDS:

(Section 15 of the Promotion of Access to Information Act, 2000 (Act 2 of 2000))

(Regulation 5A)

DESCRIPTION OF CATEGORY OF RECORDS AUTOMATICALLY AVAILABLE IN TERMS OF SECTION 15(1)(a) OF THE PROMOTION OF ACCESS TO INFORMATION ACT, 2000	MANNER OF ACCESS TO RECORDS (SECTION 15(1)(b))
FOR INSPECTION IN TERMS OF SECTION 15(1)(a)(i):	
Departmental Strategic Plans Departmental Annual Performance Plan Employment Equity Reports Approved Organizational Structures Departmental file plans Audited financial statements Departmental policies and procedure manuals Promotion of Access to Information Manual Service Standards Service Delivery Charter Departmental Events Calendar Premiers State of the Province Speech Departmental Circulars Public Service Forms Staff Contact details Directory Journals and magazines News letters Promotional materials	The records may be inspected at the Department on request in writing addressed to the Information Officer, Eastern Cape Office of the Premier Private Bag X0047, BHISHO, 5605 Tel No: 040 – 609 6382 Fax No: 040 – 639 1419

FOR PURCHASING IN TERMS OF SECTION 15(1)(a)(ii):	
Tender documents	Tender Documents are purchased at Supply Chain Management
FOR COPYING IN TERMS OF SECTION 15(1)(a)(ii):	
Departmental Strategic Plans Departmental Annual Performance Plan Employment Equity Reports Approved Organizational Structures Departmental file plans Audited financial statements Departmental policies and procedure manuals Promotion of Access to Information Manual Service Standards Service Delivery Charter Departmental Events Calendar Premiers State of the Province Speech Departmental Circulars Public Service Forms Staff Contact details Directory Journals and magazines News letters Promotional materials	The records may be inspected at the Department on request in writing addressed to the Information Officer, Eastern Cape Office of the Premier Private Bag X0047, BHISHO, 5605 Tel No: 040 – 609 6382 Fax No: 040 – 639 1419

DEPARTMENT OF PUBLIC SERVICE AND ADMINISTRATION

NO. 1081

23 SEPTEMBER 2016

DEPARTMENT OF PUBLIC SERVICE AND ADMINISTRATION**DRAFT LANGUAGE POLICY OF THE DEPARTMENT OF PUBLIC SERVICE AND
ADMINISTRATION: INVITATION FOR PUBLIC COMMENT**

1. Notice is hereby given that the draft Language Policy of the Department of Public Service and Administration is available on www.dpsa.gov.za for public comment.
2. The draft Language Policy of the Department of Public Service and Administration seeks to give effect to section 4 of the Use of Official Languages Act, 2012.
3. Electronic copies of the draft Language Policy of the Department of Public Service and Administration may be requested at:
Telephone numbers: 0123361148
e-mail: phephelam@dpsa.gov.za
4. All interested persons and organisations are invited to submit written comments on the draft Language Policy of the Department of Public Service and Administration by no later than 30 days from date of publication of this notice by –
 - (i) e-mail comments to: phephelam@dpsa.gov.za

or
 - (ii) posting comments to:
Director-General
Department of Public Service and Administration
Private Bag X 916
PRETORIA
0001
5. Kindly provide the name, postal and e-mail address, telephone and fax number of the person of organisation submitting the comments.

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1082

23 SEPTEMBER 2016

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994) AS AMENDED

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act 22 of 1994), as amended, that a claim for restitution of land rights has been lodged by Mr. Nthuteng Isaac Monyeki on behalf of the Majadibodu Community, in respect of the farm Onschuld 568 LR (now known as Mozambique 551 LR) and farm Star 567 LR, located in the Lephalale Local Municipality, Waterberg District, Limpopo.

Therefore, the Office of the Regional Land Claims Commissioner, Limpopo wishes to make it known to the public that the farms mentioned below are also affected by the Majadibodu Community land claim.

FARM NAMES	CURRENT LANDOWNERS	TITLE DEED NUMBERS	EXTENT IN HECTARES	ENDORSEMENTS	HOLDERS	CLAIMANTS
Remaining Extent of the farm Star 567 LR	Niehaus, Christopher Charles De Mowbray	T267/1999	910.6448	K2336/1992RM	Samancor Ltd	Majadibodu
Mozambique 551 LR (Consolidated from the Remaining Extent of Onschuld 568 LR)	Niehaus, Christopher Charles De Mowbray	T146587/2002	822.8686	-	-	Majadibodu

The Commission on Restitution of Land Rights hereinafter referred to as the Commission, has received a land claim lodged by Mr. Nthuteng Isaac Monyeki on behalf of the Majadibodu Community on the 29th September 1996. Take further notice that the Office is investigating this land claim. Any party that has an interest in the above-mentioned properties is hereby invited to submit in writing within 14 days of publication of this notice, any comment or objection or information to the said notice under reference number: KRP 6395 to:

**Office of the Regional Land Claims
Commissioner: Limpopo
Private Bag X9552
POLOKWANE
0700**

**Submissions may also be delivered to:
First Floor, 96A Kagiso House
Corner Rissik & Schoeman Streets
POLOKWANE
0699**


**LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER
DATE: 22/6/04/06**

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1083

23 SEPTEMBER 2016

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994), AS AMENDED

Notice is hereby given in terms of section 11(1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) as amended, that a claim for Restitution of Land Rights has been lodged on the farms Vischkuil 545 LS and Bastiaansrust 551 LS situated in the Aganang Local Municipality, Capricorn District Municipality, Limpopo.

Note that the area under claim is a communal land used for residential purposes and therefore it will not be feasible for restoration. Therefore the Commission will facilitate a process of getting alternative redress as provided for by the Restitution of Land Rights Act, 1994 (Act NO. 22 of 1994) as amended.

Mr. Albertus Petrus De Nysschen lodged the land claim on behalf of De Nysschen family on properties mentioned in the table below on the 24th of November 1995.

The following table depicts the property claimed by the above-mentioned family.

PROPERTY	PORTION	CURRENT OWNER	TITLE DEED	EXTENT (HECTARES)	BONDS AND RESTRICTIVE CONDITIONS	HOLDER(S)
Vischkuil 545 LS	R/E	National Government of the Republic of South Africa	T77550/2012	758.3520	None	None
Bastiaansrust 551 LS(now consolidated to Kaalspruit 1135 LS)	0(R/E)	Republic of South Africa	T26/1974	1312.9842	K6558/2000RM	Lebowa Mineral Trust
Kaalspruit 1135 LS	1	Moloto Ntutu Nathan	T23909/1985	57.6724	None	None

Kaalspruit 1135 LS	2	Mamabolo Evans	T14662/1978	45.6347	None	None
Kaalspruit 1135 LS	3	Makwela Esther	T36726/1978	55.1614	None	None
Kaalspruit 1135 LS	4	Mahlatsi Caleb	T31196/1978	33.8774	None	None
Kaalspruit 1135 LS	5	Molope Godfrey Isaac	T52919/1981	33.8782	None	None
Kaalspruit 1135 LS	6	Mogashoa Isaac B-E	T36723/1978	19.6066	None	None
Kaalspruit 1135 LS	7	Makololo John	T36725/1978	62.7250	None	None
Kaalspruit 1135 LS	8	Lemekoana Magdalena	T21592/1978	20.1585	None	None
Kaalspruit 1135 LS	9	Nkoana Malakia	T4506/1979	66.0655	None	None
Kaalspruit 1135 LS	10	Kganaka Junius	T46931/1989	78.1114	None	None

Kaalspruit 1135 LS	11	Mamabolo Carel	Lesetja	T31194/1978	57.1123	None	None
Kaalspruit 1135 LS	12	Sekoele Andrew		T21595/1978	68.5871	None	None
Kaalspruit 1135 LS	13	Maponya Phokele	Jonathan	T14663/1978	89.8660	None	None
Kaalspruit 1135 LS	14	Mailula Rebecca		T21588/1978	185.8766	None	None
Kaalspruit 1135 LS	15	Thepa Michael	Sefomola	T95766/2004	184.7624	None	None
Kaalspruit 1135 LS	16	Mambolo Jack	Moomela	T13499/1980	124.3012	None	None
Kaalspruit 1135 LS	19	Thobakgale Daniel	Matome	T14664/1978	40.8760	None	None
Kaalspruit 1135 LS	20	Phikhubye Charlie		T14665/1978	98.8203	None	None
Kaalspruit 1135 LS	21	Modiba Enos		T38283/1980	122.6187	None	None

Kaalspruit 1135 LS	22	Matsaung Mitchel	Moraka	T47529/1986	111.9780	None	None
Kaalspruit 1135 LS	23	Mabitsela Lesetsa	Gilbert	T31197/1978	111.9777	None	None
Kaalspruit 1135 LS	24	Jereca PTY LTD		T44078/1984	57.3911	None	None
Kaalspruit 1135 LS	25	Kganakga Solomon		T14667/1978	72.2350	None	None
Kaalspruit 1135 LS	26	Satekge Jacob	Kgopane	T37161/1998	91.2768	None	None
Kaalspruit 1135 LS	27	Manyelo Arnold	Matome	T19232/1988	92.1182	None	None
Kaalspruit 1135 LS	28	Kganakga Kgashane	Johannes	T21708/1980	56.5544	None	None
Kaalspruit 1135 LS	29	Maphoto Joshua		T14668/1978	56.8365	None	None
Kaalspruit 1135 LS	30	Seroba Silas		T29024/1984	72.7859	None	None

Kaalspruit 1135 LS	31	Kgopah Raphela	Rabbi	T14670/1978	230.4287	None	None
Kaalspruit 1135 LS	32	Mamabolo Philip		T31156/1979	282.0482	None	None

Take further notice that the Office of the Regional Land Claims Commissioner: Limpopo is finalising this land claim. Any party that has an interest in the above-mentioned properties is hereby invited to submit in writing within **90** days of publication of this notice, any comment, and/ or objection to this land claim to the Office of the Regional Land Claims Commissioner: Limpopo at the addresses set out below under reference number **KRP: 427**

Office of the Regional Land Claims Submissions may also be delivered to:
Commissioner: Limpopo First Floor, 96 Kagiso House
 Private Bag x9552 Corner Rissik & Schoeman Streets
POLOKWANE **POLOKWANE**
0700 **0700**


LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER
 DATE: 2016/09/10

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1084

23 SEPTEMBER 2016

**DEPARTMENT: RURAL DEVELOPMENT AND LAND REFORM
GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS)
ACT, 1996 (ACT NO. 3 OF 1996).**

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General by **Nciliba Leah Masilela, ID No. 5112160712087 and Johannes Government Sibanyoni, ID No. 5205295299085** who claim to be labour tenants.

Property description of the affected land	Portion 5 of Tweefontein 541 JR
District	City of Tshwane Metropolitan Municipality
Province	Gauteng
Land Owner	Hlaniki Trust

Date Submitted	08 September 2016
Submitted by	Mothiba Lebepe

Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

Ms. R. Masango
Office of the Chief Director
Provincial Shared Services Centre: Gauteng
524 cnr Steve Biko and Stanza Bopape Streets
Suncardia Building
ARCADIA

Or

Private Bag X9
Hatfield
0028

Telephone: 012 337 3600/ 3622



Director: Tenure Systems Implementation
**For DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND
LAND REFORM**

Date: 15/09/16

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1085

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Khoza Khishiwe Nina	5401080621084
2.	Cele Mfaniseni	5107085645081
3.	Makhanya David F.	6211075348083
4.	Mdluli Elias N.	3002095139088
5.	Khanyi Mbhudi	6403215504085
6.	Mtambo Zephania N.	1801015459084
7.	Nkosi Nkosinathi	
8.	Zwane Sotatama	3101051070081

Property

Property Description	District	Province
Almansnek No: 114	Zululand	KwaZulu Natal

Owner details

Name
Edward Mattison

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1086

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Jerry Eric Nkosi	520914 5709 087
2.	Madlabane Philemon	
3.	Mdluli Moses	
4.	Zikalala Paulos	

Property

Property Description	District	Province
Bortazuur (Potter Hill)	Amajuba	KwaZulu Natal

Owner details

Name

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1087

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Alfred Mphikeleli Ndlovu	540222 5507 089

Property

Property Description	District	Province
Botha's Nek No 8786	Amajuba	KwaZulu Natal

Owner details

Name
Paul Phillippus Jacobus Neethling

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1088

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Moses Samuel Mdluli	490126 5656 087

Property

Property Description	District	Province
Botha's Farm	Amajuba	KwaZulu Natal

Owner details

Name
D Adendorff

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1089

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Maqebe Zwelakhe Mkhonza	420824 5497 081
2.	Lahoyi Obed Mkhonza	121111 5099 089

Property

Property Description	District	Province
Bununu	Amajuba	KwaZulu Natal

Owner details

Name
C Vos

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1090

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Lozi Hamilton Shabalala	411225 5218 082

Property

Property Description	District	Province
Buffelshoek	Amajuba	KwaZulu Natal

Owner details

Name
Normandien Farms (Pty) LTD

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1091

23 SEPTEMBER 2016

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Idah Ximba	530315 0872 086

Property

Property Description	District	Province
Coetzenburg	Amajuba	KwaZulu Natal

Owner details

Name
Robert Huisteizen

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1092

23 SEPTEMBER 2016

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mjapie Elias Thusi	590421 5447 085
2.	Thembisile Michel Sarah Zondo	581217 0705 084
3.	Raphiri Alfred Ntjobokoene	440228 5468 082

Property

Property Description	District	Province
Horsehoe	Amajuba	KwaZulu Natal

Owner details

Name
D Collyer

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1093

23 SEPTEMBER 2016

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Dokotela Esau Msimango	531125 5402 089
2.	Jabulani Gerald Dlamini	410810 5486 085

Property

Property Description	District	Province
Doornpoort	Amajuba	KwaZulu Natal

Owner details

Name
N Granary

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1094

23 SEPTEMBER 2016

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Thisha Dode Tsotetsi	680510 6008 085
2.	Moshwazi Samuel Tshabalala	480121 5607 083
3.	Simon Mtshika Madonsela	501213 5643 088
4.	Ben Nini Mahlaba	630721 5672 083
5.	Busisiwe Elexina Ndanda	290727 0247 087
6.	Lekafa Elias Tsotesti	520714 5786 089

Property

Property Description	District	Province
Buffalo River	Amajuba	KwaZulu Natal

Owner details

Name
LJ Van Der Westhuizen

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1095

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Boy Isaac Mokoena	500205 5411 087
2.	Jabulile Gertrude Nkosi	500424
3.	Novu Bounarpate Mbonane (Deceased)	490920 5543 083

Property

Property Description	District	Province
Blackmoor	Amajuba	KwaZulu Natal

Owner details

Name
Mrs Maria Elizabeth Pitout

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1096

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Busisiwe Doris Sithebe	550927 0704 088

Property

Property Description	District	Province
Angola Hill	Amajuba	KwaZulu Natal

Owner details

Name
John Swart

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1097

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Lucky Sifiso Mazibuko	671228 5318 089
2.	Fanyana Johan Nsibanyoni	381110 5366 089

Property

Property Description	District	Province
Henley Farm The remaining extent of Portion 1 of Bradford B no 8174 Portion1 of Waterford no 8580	Amajuba	KwaZulu Natal

Owner details

Name
Catlett Farms Proprietary Limited

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1098

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Pane Albert Mofokeng	560426 5503 080
2.	Jabulani Albert Gule	570418 5659 085
3.	Ntiliza Kingrose Motaung	371014 5219 086
4.	Dumisani Hezekia Mavundla	610506 5851 082
5.	Lithaba Koerant Motubane	350116 5110 085
6.	Levy Johannes Tius Zwane	620112 5916 089
7.	Siphiwe Simon Mabhengu	540425 5217 084
8.	Jabulani Albert Gule	570418 5659 085

Property

Property Description	District	Province
Grasbult	Amajuba	KwaZulu Natal

Owner details

Name
C Cronje

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1099

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Apostle Sikhonyane Ntuli	1/2265742/5
2.	Moses Gama	291218 5119 082
3.	Anton Bheki Ntuli	520909 5700 086
4.	Thoko Ntuli	571112 0917 080
5.	Mbongiseni Ntuli	740521 5629 084
6.	Phumzile Ntuli	651111 0966 082
7.	Mhabiseni Ntuli	701102 5986 084
8.	Lizzy Rose Ntuli	391102 0214 081
9.	Mboniseni Ntuli	
10.	Dumisani Kubheka	630628 5503 087
11.	Johannes Isaac Kubheka	430727 5201 080
12.	Meva Kubheka	460418 5435 083
13.	Nongoma Mavuso	481020 5743 089
14.	Nomgqibelo Mavuso	700224 0554 085
15.	Nhlanhla James Mavuso	741111 5945 083
16.	Solly Mavuso	721108 5529 085
17.	Lindenani Gama	740327 0544 082
18.	Ntombifuthi Gama	710801 1019 084
19.	Jabulisile Gama	620615 0542 089
20.	Dumazana Gama	601123 5692 085

Property

Property Description	District	Province
Clontaff West No 7350	Amajuba	KwaZulu Natal

Owner details

Name
Mshiyeni Leonard Nkosi

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1100

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Soka Elias Shongwe	390212 5329 080
2.	Mabandla Shadrack Ndaba	690222 5439 087
3.	Nhlanhla Michael Mlambo	580529 5790 080

Property

Property Description	District	Province
Altemooi No 17091	Amajuba	KwaZulu Natal

Owner details

Name
Johannes Steyl Willemse

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1101

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Jabulani Joseph Mdlalose	570508 5385 085
2.	Jabulani Ephriam Thwala	621201 5509 081
3.	Somfana Shedrack Ndhlovu	480730 5566 089
4.	Dimu Elliot Twala	510508 5359 083
5.	Dumisani Alfred Ngcobo	631020 5271 080
6.	Ephriam Jabulani Ngwenya	620829 5377 082
7.	Titi Robert Dladla	571218 5276 089

Property

Property Description	District	Province
Cecilia	Amajuba	KwaZulu Natal

Owner details

Name
BG Colley

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1102

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Thoko Mina Jiyane	490531 0216 086
2.	Duduzile Mavis Nkosi	610104 0999 088
3.	Sipho Robert Khumalo	560609 5683 081
4.	Nompumelele Nkosi	721112 1135 087

Property

Property Description	District	Province
Portion 5 of Redmain No 14492	Amajuba	KwaZulu Natal

Owner details

Name
Jeremiah Mbatha

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1103

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Joseph Mandla Sithebe	551207 5701 085
2.	Vikinduku Moses Maklaza	480715 5696 085
3.	Boy Willie Mavuso	550318 5260 088
4.	Siphiwe Zaphania Nxumalo	511103 5528 082
5.	Abraham Siphiwe Mavuso	700601 5469 083

Property

Property Description	District	Province
Brakhoek 16985	Amajuba	KwaZulu Natal

Owner details

Name
CA Gibson

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1104

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Sikhishiwe Constance Dludlu	480420 0221 084
2.		
3.		

Property

Property Description	District	Province
Andreas	Amajuba	KwaZulu Natal

Owner details

Name
T Perry

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1105

23 SEPTEMBER 2016

**DEPARTMENT: RURAL DEVELOPMENT AND LAND REFORM
GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS)
ACT, 1996 (ACT NO. 3 OF 1996).**

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General on behalf of the following applicants:

NAME	ID NUMBER
Sibanyoni Johannes	430729 5269 083
Plaatjie Ishmael	650803 5590 088
Nkambule Johannes	470620 5528 084
Dwayi Ketyembisa	401012 5381 082
Msiza Piet	180315 5171 081

Property description of the affected land	Portion 29 of the farm Klippeiland 524 JR
District	City of Tshwane Metropolitan Municipality
Province	Gauteng
Land Owner	Lonella Beleggings Pty Ltd

Date Submitted	08 September 2016
Submitted by	Thabo Khumalo

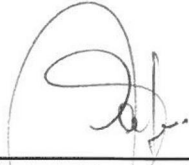
Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

Ms. R. Masango
Office of the Chief Director
 Provincial Shared Services Centre: Gauteng
 524 cnr Steve Biko and Stanza Bopape Streets
 Suncardia Building
 ARCADIA

Or

Private Bag X9
 Hatfield
 0028

Telephone: 012 337 3600/ 3622

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a vertical line and some smaller scribbles.

Director: Tenure Systems Implementation
For **DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND
LAND REFORM**

Date: 15/09/16

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1106

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Buthelezi Velaphi Ephraim	681002
2.	Jiyane Abednego	4909225239084
3.	KhozaBhekabani Emmanuel	6807195342086
4.	Khoza Constance	5303200316084
5.	Khoza Michael Bhekakuthiweni	6410195626085
6.	KhumaloMboniseni Samson	5708015282083
7.	MakhanyaBhutiza Philemon	5902155794086
8.	MdlaloseMqanjelwa Michael	3301075126085
9.	MgcoboFonko Henry	5709205715080
10.	MvundlaMferefere Simon	5601155350080
11.	NcobeniMbuti Peter	3311065165084
12.	NdabaNcwadiNaphtal	6409185573083
13.	PhakathiBhekindosi Kenneth	7909065314085
14.	SangweniAlbertinaHlangana	3612300209086
15.	SangweniCaiphas	4801195538084
16.	ShabalalaAzariaMhlaliseni	6812045523083
17.	Xulu Glenrose Lindiwe	7404100367082
18.	Xulu Thandie Sophie	5502220331086
19.	Xulu ThembinkosiJeremia	5504145221087
20.	Zulu Ntundu	4803225642086

Property

Property Description	District	Province
Marshland	Zululand	KwaZulu Natal

Owner details

Name
H. J. J. Van Aswegen

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1107

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	MncubeDhulisaAsalina	2701020349081
2.	MncubeGabisile	6811111194081

Property

Property Description	District	Province
Leeuwnek No: 51	Zululand	KwaZulu Natal

Owner details

Name
Sappi Ltd

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1108

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Khumalo Amon Mbuyiseni	7410055344083
2.	Khumalo Mbhekeni Michael	8003035689088
3.	Kunene NtombiThembeni	7206101180087
4.	Mbuyisa Cebisile	7207200821084
5.	Dlamini Bhekokwakhe	
6.	Mathula Mzikayise Jim	1801015769086
7.	Madela Bonginkosi Moses	7106265670081

Property

Property Description	District	Province
Langkrans No: 833	Zululand	KwaZulu Natal

Owner details

Name
Leeuw Mining & Exploration Pty Ltd

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1109

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Kubheka Thengisile Sylvia	6401190356083
2.	MasondoMkhipheniAmon	4910135194088
3.	MbuliNtombi Monica	6204300361088
4.	ShongweKemese Johan	2709135115081
5.	TshanibezwaShongwe	3606065512080
6.	ZwaneMlabaMshiyeni	4207135361084

Property

Property Description	District	Province
Koppie Alleen	Zululand	KwaZulu Natal

Owner details

Name
G. L. Meyer

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1110

23 SEPTEMBER 2016

GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS) ACT, 1996 (ACT NO. 3 OF 1996).

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General by **Johannes Ndala, ID No. 5410195292087 and Mbulawa Alfred Ngoma, ID No. 3805045267084** who claim to be labour tenants.

Property description of the affected land	Portion 4 of Tweefontein 541 JR
District	City of Tshwane Metropolitan Municipality
Province	Gauteng
Land Owner	C J Viljoen & Seuns PTY LTD

Date Submitted	08 September 2016
Submitted by	Mothiba Lebepe

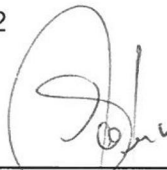
Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

Ms. R. Masango
Office of the Chief Director
 Provincial Shared Services Centre: Gauteng
 524 cnr Steve Biko and Stanza Bopape Streets
 Suncardia Building
 ARCADIA

Or

Private Bag X9
 Hatfield
 0028

Telephone: 012 337 3600/ 3622



Director: Tenure Systems Implementation
 For **DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM**

Date: 15/09/16

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1111

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	GumbiLangalake	5410255299089
2.	Buthelezi Thandazile Brilliant	
3.	Ntshangase Mbangiseni	4907085597088
4.	NxumaloMlokotho	2407285113085

Property

Property Description	District	Province
King Holme	Zululand	KwaZulu Natal

Owner details

Name
Marnes Coetzee

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1112

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Lukhele Buzile	3901012552085
2.	Lukhele Sondeleni	5206080750084
3.	Nkosi Bhekithemba B.	6801016634084
4.	Mkhonza Mdidiyeli Zibuse	5808285360088
5.	Zwane Thengamehlo	4703105617083
6.	Nkosi Zakhele Vusi	6106245791081
7.	Boepens Lukhele Sakhuwakhe	3409105256085

Property

Property Description	District	Province
Heeltevreden	Zululand	KwaZulu Natal

Owner details

Name
G. J. Van Der Nist

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1113

23 SEPTEMBER 2016

**GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS)
ACT, 1996 (ACT NO. 3 OF 1996).**

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General by **Onica Kekana, ID No 2812170148080.**

Property description of the affected land	Portion 23 of the farm Maanharand, Doornhoek 392 JQ
District	West Rand District Municipality
Province	Gauteng
Farm Owner	Lionel Taylor

Date Submitted	08 September 2016
Submitted by	Kabelo Tsitsing

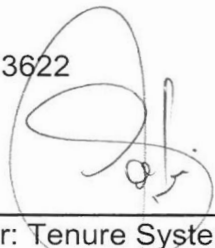
Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

Ms. R. Masango
Office of the Chief Director
 Provincial Shared Services Centre: Gauteng
 524 cnr Steve Biko and Stanza Bopape Streets
 Suncardia Building
 ARCADIA

Or

Private Bag X9
 Hatfield
 0028

Telephone: 012 337 3600/ 3622



Director: Tenure Systems Implementation
 For **DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND
 LAND REFORM**

Date: 15/09/2016

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1114

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mbuso Johan Ndlovu	560302 5625 084
2.	Ntombikayise Dorris Ndlazi	650818 0513 083
3.	Richard Gcina Philemon Nyembe	700529 5471 082
4.	Mpini Jan Hadebe	550107 5338 089

Property

Property Description	District	Province
Sleutpoort	Amajuba	KwaZulu Natal

Owner details

Name
JG Mientjies

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1115

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Nomasonto Leah Mkhonza	381124 0202 082
2.	Mduduzi Henry Kunene	701212 6545 081

Property

Number	Property Description	District	Province
	Reserve	Amajuba	KwaZulu Natal

Owner details

Number	Name	ID Number/Registration Number
1	K Van Niekerk	

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1116

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Ben Moses Ndlovu	581122 5331 086
2.	Bekifa Simon Mavuso	520214 5360 084
3.	Ben Ephriam Shabalala	510101 6126 089

Property

Property Description	District	Province
Ngagane Ford	Amajuba	KwaZulu Natal

Owner details

Name
W Du Plessis

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1117

23 SEPTEMBER 2016

GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS) ACT, 1996 (ACT NO. 3 OF 1996).

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General **Petrus Frikkie Mgidi**, ID No. 530812 5614 083.

Property description of the affected land	Portion 32 of Farm Witkop 330 IR
District	Sedibeng
Province	Gauteng
Land Owner	Mr Lukas Marthinus Van der Merwe

Date Submitted	15 September 2016
Submitted by	Faith Sotshayo

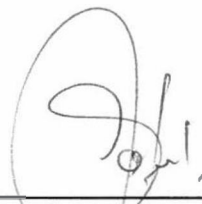
Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

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Office of the Chief Director
 Provincial Shared Services Centre: Gauteng
 524 cnr Steve Biko and Stanza Bopape Streets
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 ARCADIA

Or

Private Bag X9
 Hatfield
 0028

Telephone: 012 337 3600/ 3622



Director: Tenure Systems Implementation
 For **DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM**

Date: 15/09/16

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1118

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Piet Butinyane Kubheke	660201 5724 088
2.	Tsibiso Jocky Sebilwane	660312 6170 088
3.	Stephen Bonowakhe Sikhakhane	610223 5664 081
4.	Vusimuzi Jan Tshwetetse	630108 5365 084
5.	Mandla Simon Zondi	450309 5337 084
6.	Khethizakhe Mishack Nkomonde	460909 5293 084
7.	Gladys Fikile Sokhela	570818 0874 086
8.	Mbuti Joseph Dhlamini	480328 5637 081
9.	Khehla Moses Shabangu	570510 5649 080
10.	Siphiwe Christopher Thabethe	481205 5562 080
11.	Boy Price Sibisi	630827 5404 086
12.	Mosebetsi Joseph Kubheka	540712 5343 089
13.	Egnes Nkosi Tonjana	370102 0180 089
14.	Tankiso Josias Mphuti	720320 5419 081
15.	Vayi Moses Mdhuli	640412 5324 085
16.	Mhlipheki Isaac Mbatha	641128 5643 089
17.	Paulos Siphiwe Sikhakane	580529 5799 081
18.	Bhaliseni Jotham Phakathi	511223 5582 025
19.	Mbuyiseni Nathaniel Nkosi	570725 5118 081

Property

Property Description	District	Province
Portion 1 of Brack Hoek No 2271	Amajuba	KwaZulu Natal

Owner details

Name
Jacobus Petrus De Wet

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1119

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Bhambada Mzwandile Nkosi	501224 5832 084
2.	Bongani Robert Mthembu	650520 5465 083
3.	Kathnah Emily Kubeka	370110 0372 086
4.	Sikhwebu Simon Kubeka	560605 5617 087

Property

Property Description	District	Province
Mooiplaats (Portion 1 , the remaining extent of portion 6 & Portion 7,8, and 10 of Mooiplats No 2163)	Amajuba	KwaZulu Natal

Owner details

Name
Eunice Nessie Ngobese and Ephraim Thulele Ngobese

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1120

23 SEPTEMBER 2016

**GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS)
ACT, 1996 (ACT No. 3 of 1996).**

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General by the Gauteng Provincial Shared Services Centre, on behalf of the following applicants;

NAME	ID NUMBERS
Jan Kgatlampane Malekutu	300704 5137 082
Janannes Nkyase Matsamai	300125 5202 082
Olisikie Sarah Matloa	630323 0732 085
Dipuo Maria Ngondo	640323 0674 087
Elize Elizabeth Mesina	470413 0050 084
Johanna Moloane	440422 0192 082

Property description of the affected land	Portion 80 of the Farm Steenkoppie 153 IQ
District	West Rand
Province	Gauteng
Land Owner	Cronje Annemarie

Date Submitted	08 September 2016
Submitted by	Wilson Bongani Chiwa

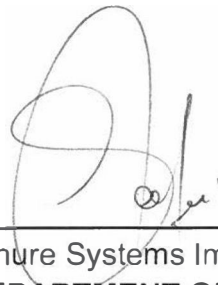
Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

Ms. R. Masango
Office of the Chief Director
Provincial Shared Services Centre: Gauteng
524 cnr Steve Biko and Stanza Bopape Streets
Suncardia Building
ARCADIA

Or

Private Bag X9
Hatfield
0028

Telephone: 012 337 3600/ 3622



Director: Tenure Systems Implementation
**For DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND
LAND REFORM**

Date: 15/09/16

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1121

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Nomabadu Elliot Mabizela	430303 5390 081
2.	Qiniso Jerot Kubeka	680515 5532 084
3.	Bella Tutu Nkosi	371218 0183 086

Property

Property Description	District	Province
Doornhoek 3330	Amajuba	KwaZulu Natal

Owner details

Name
Conradie Testamentere Trust –Trustees

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1122

23 SEPTEMBER 2016

GENERAL NOTICE IN TERMS OF THE LAND REFORM (LABOUR TENANTS) ACT, 1996 (ACT No. 3 of 1996).

Notice is hereby given in terms of section 17 (2)(c) of the Labour Tenants Act, 1996 (Act No. 3 of 1996), that the application for the acquisition of land mentioned below has been lodged with the Director-General by the Gauteng Provincial Shared Services Centre, on behalf of **Mr. Zongezile Pompey Taffa, ID No. 220804 5123 087.**

Property description of the affected land	Portion 81 of the Farm Steenkoppie 153 IQ
District	West Rand
Province	Gauteng
Land Owner	Kingfisher Bend Biology Centre PTY LTD

Date Submitted	08 September 2016
Submitted by	Wilson Bongani Chiwa

Any interested party on the claim is hereby invited to submit, representations in terms of Section 17 of the Labour Tenants Act, 1996. Any comments/ information may be sent to:

Ms. R. Masango
Office of the Chief Director
 Provincial Shared Services Centre: Gauteng
 524 cnr Steve Biko and Stanza Bopape Streets
 Suncardia Building
 ARCADIA

Or
 Private Bag X9
 Hatfield
 0028

Telephone: 012 337 3600/ 3622



 Director: Tenure Systems Implementation
 For **DIRECTOR-GENERAL, DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM**

Date: 15/09/16

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1123

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Paulous Nhlanhla Vilakazi	730914 5803 084
2.	Nhlanhla Samson Khulu	560515 5844 088
3.	Dumisani Shadrack Vilakazi	650310 5318 080
4.	Bablini Joseph Khumalo	500502 5651 088
5.	Vayi Simon Sikhakhane	601126 5604 083

Property

Property Description	District	Province
Middelín (Portions 1,2,3,5, and the remaining extent of Portion 4 of Middelín No4311)	Amajuba	Kwa-Zulu Natal

Owner details

Name
Isak Andries Cronje

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1124

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mbatha Abzaya	5809175378081
2.	Nkosi Joseph	5307115294088
3.	Sithole ThulaniPetros	7208315296089
4.	Radebe Michael	4911185461088

Property

Property Description	District	Province
Afgesnij No. 5	Zululand	Kwa-Zulu Natal

Owner details

Name
Duvel Family Trust-Trustees

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1125

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mdhlalose Beka Zephania	2611045131085
2.	Mdhlalose Mangayiza Zondisa	2308100119085
3.	Mdladla Hewdvig	4512120563085
4.	Mdlalose Popi Belina	3907040237086
5.	Khoza Altina Thelesazi	4711010247086
6.	Mtshali Simon	4401175211081

Property

Property Description	District	Province
Braksloot	Zululand	KwaZulu Natal

Owner details

Name
Swanepoel Sara Johanna

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1126

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	James Muzomuhle Dlamini	430208 5122 089
2.	Elfas D Dhlamini	390705 1554 085

Property

Property Description	District	Province
Mattandu	Amajuba	KwaZulu Natal

Owner details

Name
HJ Boshoff

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1127

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Butana Hezekiah Mntambo	340311 5154 083
2.	Mohua Frans Radebe	280420 5093 084
3.	Sonto Evelinah Mabuza	510102 0283 082
4.	Nomdubane Bella Twala	290316 0197 086
5.	Khaya Maureen Mbatha	480426 0446 084
6.	Nontombi Ellina Dlodlu	580606 0967 085
7.	Thoko Jane Phakathi	340301 0213 083
8.	Makhosazane Bellina Nyembe	661212 0878 083
9.	Phineas Kemson Hlophe	561230 5338 086
10.	Phumaphi Eunice Mdluli	601009 0430 084
11.	Bhekumuzi Johannes Mntambo	670406 5823 081
12.	Zenzile Sarah Mashinini	421206 0480 081
13.	Thobile Magaret Ntshangase	340709 0117 089
14.	Nomasonto Elizabeth Msibi	640310 0826 080
15.	Nomngqibelo Martha Luvunu	441101 0408 081
16.	Vusumuzi Pieter Dlodlu	570311 5962 080
17.	Tholwaphi Agnes Dlodlu	480711 0502 089
18.	Fana Richard Nkosi	580305 5462 081
19.	Deliwe Annah Nsibande	650122 0620 083
20.	Charles Zakhele Mdluli	641020 5763 084
21.	Mhlawuli Elias Mntambo	590826 5281 088
22.	Sombu Gladys Hlophe	680301 0592 088
23.	Dinah Nompandolo Thwala	591123 0468 087
24.	Makhosini Johnstone Shabalala	470403 5701 088
25.	Fakazi John Thanjekwayo	470621 5544 089

Number	Name	ID Number
26.	Ndoda Johannes Nxongo	501127 5438 085
27.	Mfanuyedwa Goliath Dhludhlu	550816 5281 087
28.	Thandie Lillian Mdhuli	590528 0888 087
29.	Nana Getrude Mathebula	431101 0324 082
30.	Jabile Annie Mbule	310311 0156 089
31.	Vusumuzi Michael Nyandeni	540622 5542 087
32.	Collin Zikholisile Nkasa	410528 0221 089
33.	Msebenzi Michael Mkhwanazi	630810 5342 084
34.	Ziloyile Kellina Nkosi	300103 0284 082
35.	Sombu Azzlina Mathebula	430316 0320 085
36.	Mbuti John Ngcobo	430902 5184 087
37.	Bhekuyise Richard Alle Kubheka	541004 5324 080
38.	Mfanuyedwa Zacharia Shabala	510122 5567 081
39.	Abednego Goduveni Hlophe	350610 5174 083
40.	Notiti Emily Tlali	421224 0313 087
41.	Nomusa Irene Jiyane	410708 0225 088
42.	Philemon Dungu Hlophe	601018 5290 080
43.	Mbiva Ephraim Mtambo	400330 5307 084
44.	Unjomu Isaac Ndhlovu	420817 5339 089
45.	Aaron Themba Msibi	630220 5311 081
46.	Kibi Johannes Mathebula	480110 5370 081
47.	Ndamase William Manana	370710 5270 083
48.	Jacob Balela Mdluli	620509 5470 083
49.	Ntombenhle Kate Dhludhlu	370601 3910 083
50.	Mamuli Anna Nyembe	220104 0176 085
51.	Phatekile Jackson Radebe	390214 5092 080
52.	Thandi May Mashinini	590406 0775 085

Property

Property Description	District	Province
Majuba Forest	Amajuba	KwaZulu Natal

Owner details

Name
Wessel Nel

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1128

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

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SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mtoti Almon Thwala	530531 5275 089

Property

Property Description	District	Province
Leyden	Amajuba	KwaZulu Natal

Owner details

Name
J Moll

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1129

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
	Goodman Sibiya	390518 5253 083

Property

Property Description	District	Province
Leokop	Amajuba	KwaZulu Natal

Owner details

Name
James Gibson

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1130

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Elliot Gumede	240806 5142 088
2.	Vitaaa Sipho Zwane	600325 5563 080
3.	Bob Michael Kunene	290102 5151 082

Property

Property Description	District	Province
Leokop	Amajuba	KwaZulu Natal

Owner details

Name
GJ Collyer

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1131

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Vusi James Mahlaba	520425 5683 081
2.	Khosi Malliet Mavimbela	520110 0133 080
3.	Elizabeth Maliza Kunene	500708 0403 082
4.	Phineas Thembinkosi Mfusi	700927 5700 080
5.	Masesi Maria Motubane	501228 0614 082

Property

Property Description	District	Province
Kendal	Amajuba	KwaZulu Natal

Owner details

Name
S Lombard

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1132

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Madoda Alfred Nkosi	141116 5094 086
2.	Ndabayakhe Joseph Nzima	620101 5461 088
3.	Zaphenia Bhekumuzi Mhlungu	530401 5393 082
4.	Siponono Ellias Nkosi (Deceased) Sabatha Jackson Nkosi	421230 5392 083
5.	Nqabeni Richard Ntombela	370102 5288 085
6.	Obed Ndlozi (Deceased) Thokozile Agnes Ndlozi	420517 5511 089
7.	Mpini Shadrack Mndebele	450304 5176 087
8.	Funsana Joseph Makhubu	430401 5369 087
9.	Jim Kintshi Zwane	610129 5341 085
10.	Zabi Jacob Kubheka	520924 5538 089

Property

Property Description	District	Province
Kalkrans	Amajuba	KwaZulu Natal

Owner details

Name
WJ Potgieter

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1133

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Vusi Petros Zikalala	610328 5533 082
2.	Mfanizolo Richard Mbonane	621006 5554 080
3.	Ndabakayise Esrom Maseko	520105 5669 088

Property

Property Description	District	Province
Kalbasfontein(Rondavel 401)	Amajuba	KwaZulu Natal

Owner details

Name
David Fourie Landman

CONTINUES ON PAGE 898 - PART 8



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID AFRIKA

Vol. 615

23 September 2016
September 2016

No. 40293

PART 8 OF 8

N.B. The Government Printing Works will not be held responsible for the quality of "Hard Copies" or "Electronic Files" submitted for publication purposes

ISSN 1682-5843



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DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1134

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mfantheni Ndlozi	350809 5156 088
2.	John Abraam Khumalo	530927 5554 087

Property

Property Description	District	Province
Jackhalsdraai (Portions 6 & 7 of Jackhalsdraai No 299)	Amajuba	KwaZulu Natal

Owner details

Name
Francios Jacobus Du Plessis

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1135

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Dumisane Gabriel Sithebe	531109 2336 083
2.	Vikinduku Moses Maklaza	480715 5696 085

Property

Property Description	District	Province
Haig Farm	Amajuba	KwaZulu Natal

Owner details

Name
C Gibson

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1136

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Saul Mtalaza Radebe	460807 5328 084
2.	Stephen Bafana Mofokeng	570928 5560 083

Property

Property Description	District	Province
Haartebeet Bult 9197	Amajuba	KwaZulu Natal

Owner details

Name
Emvest Holdings SA (Pty)LTD

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1137

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Mdoda Isiah Mtambo	290415 5127 088

Property

Property Description	District	Province
Frantzhoek (The remaining extent of Portion 1 of Frantzhoek No 8800)	Amajuba	KwaZulu Natal

Owner details

Name
Mary Ann Wessels

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1138

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Richard Phumulani Zwane	660404 6183 086
2.	Hadebe Themba Job	620101 5474081

Property

Property Description	District	Province
Fonderfontein	Amajuba	KwaZulu Natal

Owner details

Name
Derrick Collier

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1139

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Bongani Nkanyezi Walter Ndlazi	690706 5495 087
2.	Nyekevu Jeremiah Mkhumane	620207 5710 088
3.	Mawasha Thomas Nkosi	410817 5329 082
4.	Ncwajana Aurolia Zulu	360310 0300 084
5.	Busisiwe Mayvis Ndlanzi	560507 0856 084
6.	Zandile Simangele Mkhonza	621014 0786 087
7.	Fani Hezekia Madida	430925 4450 082
8.	Nkani Betriman Mthethwa	530626 5357 083

Property

Property Description	District	Province
Doornkop	Amajuba	KwaZulu Natal

Owner details

Name
JN Boshoff

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1140

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996 has been lodged with the Director-General by the person/s listed in the schedule, in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	Dokotela Sydney Nkabinde	490501 5618 081
2.	Thulani Joseph Kubeka	660820 5533 080
3.	Siboniso Siphon Nkosi	530820 5599 089
4.	Johan Thembinkosi Ngcobo	570412 5787 087
5.	Ntombi Sweetbert Kunene	651019 0609 083
6.	Bongani Amos Zwane	600124 5812 088

Property

Property Description	District	Province
Camelot No 8801	Amajuba	KwaZulu Natal

Owner details

Name
Charles Frederick Meintjies

DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM

NO. 1141

23 SEPTEMBER 2016

NOTICE IN TERMS OF SECTION 17(2)(c) OF THE LAND REFORM (LABOUR TENANTS)

ACT NO.3 OF 1996

It is hereby given for general information that an application for the acquisition of land in terms of section 16(1) of the Land Reform (Labour Tenants) Act No.3 of 1996, has been lodged with the Director-General by the person/s listed in the schedule , in respect of the property listed in the schedule.

SCHEDULE

Applicant/s

Number	Name	ID Number
1.	MadloseDoni Phillip	6205135273083
2.	MasondoMkaweleniSimayili	4107045367082
3.	MdlaloseMpiyonke James	5501025336084
4.	Mthethwa Bed Obed	6803135542083
5.	Nkosi Mkakeni Johan	4005135229081
6.	VundlaMsongelwa	3909035265080

Property

Property Description	District	Province
Deelspruit	Zululand	Kwa-Zulu Natal

Owner details

Name
Hyleh Smith

SOUTH AFRICAN REVENUE SERVICE

NO. 1142

23 SEPTEMBER 2016

**PUBLICATION OF EXPLANATORY SUMMARY OF THE RATES AND
MONETARY AMOUNTS AND AMENDMENT OF REVENUE LAWS
(ADMINISTRATION) BILL, 2016**

Notice is hereby given in terms of Rule 276(1)(b) of the Rules of the National Assembly that the Minister of Finance intends to introduce the Rates and Monetary Amounts and Amendment of Revenue Laws (Administration) Bill, 2016, in the National Assembly shortly. The explanatory summary of the Bill is hereby published in accordance with Rule 276(1)(c) of the Rules of the National Assembly.

The Bill provides for administrative matters in respect of additional relief under the voluntary disclosure programme and to provide for matters connected therewith.

GENERAL NOTICES • ALGEMENE KENNISGEWINGS

**INDEPENDENT COMMUNICATIONS AUTHORITY OF SOUTH AFRICA
NOTICE 604 OF 2016**

Independent Communications Authority of South Africa
Pinmill Farm, 164 Katherine Street, Sandton
Private Bag X10002, Sandton, 2146

ELECTRONIC COMMUNICATIONS ACT, 2005 (ACT NO. 36 OF 2005)**APPLICATION FOR AMENDMENT OF RADIO FREQUENCY SPECTRUM LICENCE BY
CAPRICORN FM (PTY) LTD**

1. The Independent Communications Authority of South Africa ("the Authority") hereby gives notice that it has received an application from Capricorn FM (PTY) Ltd, for an amendment of its Radio Frequency Spectrum (RFS) Licence lodged in terms of the provision of section 31(4) of the Electronic Communications Act, No. 36 of 2005 (ECA) read with procedures set out in Regulation 9 of the Radio Frequency Spectrum Regulations, Notice 279 of 2015 as published on Government Gazette No. 38641. Capricorn propose to introduce additional transmitters in Burgersfort and Ga-Mabula to increase its coverage footprint. Capricorn FM also proposes to increase Effective Radiated Power (ERP) at the Pankop transmitter from 10 kW to 30 kW. The details of the application are contained in the table below.
2. Interested persons are invited to submit written representation in relation to the application within twenty one (21) working days from the date of the publication.
3. All written representations must be directed to Mr Machoene Thupana at the Licensing Division, at Block A, Pinmill Farm, 164 Kathrine Street, Sandton, Johannesburg **OR** Private Bag X10002 Sandton, 2146 **OR** by fax no. (011) 566 3042 **OR** by e-mail: mthupana@icasa.org.za.
4. All written representations submitted to the Authority in response to this notice shall be made available for inspection by interested persons at the ICASA Library or

website and copies of such representations and documents will be obtainable on payment of a fee.

5. Persons who lodge representation in terms hereof, shall at the time of submission, furnish the Authority with proof that a copy of the representation has been delivered by hand OR registered post to Mr Javulani Nkolele or Mr Norman Kgaphola at the IT Park, 11 Pierre Street, Hampton Court, Bendor, Polokwane, 0699 OR by registered post Postnet Suite 93, Private Bag X9676, Polokwane, OR by telefax to 087 231 6407 OR email: javulani@capricornfm.co.za and/or norman@capricorn.co.za.
6. Capricorn FM shall be entitled to respond in writing to written representations made by interested persons on the amendment application, and such written response must be lodged with the Authority within forty two (42) days of the date of publication of this notice in the Government Gazette.
7. Capricorn FM (PTY) Ltd must, at the time of lodging such written response, furnish proof to the Authority's satisfaction that it has delivered a copy of such response by hand OR has sent a copy of such response by registered mail OR by fax OR by email to the relevant person(s) having made such written representations.

Table of proposed technical amendments

Site Name	Freq (MHz)	ERP (kW)	Comments
Pankop	91.7	30	Proposed Expansion
Ga-Mabula	100.9*	30	Proposed Expansion
Burgersfort	107*	50	Proposed Expansion

**New frequencies that do not form part of the current terrestrial broadcasting frequency plan (gazette No. 36321 of 2 April 2013) and need to be categorized for commercial sound broadcasting.*



RUBBEN MOHLALOGA
ACTING CHAIRPERSON

INDEPENDENT COMMUNICATIONS AUTHORITY OF SOUTH AFRICA
NOTICE 605 OF 2016



Independent Communications Authority of South Africa
Pinmill Farm, 164 Katherine Street, Sandton
Private Bag X10002, Sandton, 2146

EXPIRY OF INDIVIDUAL ELECTRONIC COMMUNICATIONS NETWORK SERVICES LICENCES (I-ECNS) AND INDIVIDUAL ELECTRONIC COMMUNICATIONS SERVICE LICENCE (I-ECS) ISSUED TO MYSTIC BLUE TRADING 55 (PTY) LTD AND SUNDIAL TELECOM (PTY) LTD.

1. The Independent Communications Authority of South Africa (ICASA) hereby gives notice that Mystic Blue Trading 55 (Pty) Ltd, to which Individual Electronic Communications Network Services licence and Individual Electronic Communications Service Licence were issued on 28 May 2009, had not, after due inquiry by ICASA, failed to meet its licence obligations of submitting the Annual Financial Statements, pay Universal Service Annual Fees (USAF) and General Licence fees as prescribed by the REGULATIONS REGARDING STANDARD TERMS AND CONDITIONS FOR INDIVIDUAL LICENCES UNDER CHAPTER 3 OF THE ELECTRONIC COMMUNICATIONS ACT 36 of 2005, Schedule 2 Regulation 5, failed to commence operations, failed to request extension for commencement of operations and provide reasons as their inability to commence operations.

NA Batyi, P Mashile, K Modimoeng, MR Mohlaloga, BC Mokhele, KGS Pillay, PJ Zimri (Councillors),
PK Pongwana (CEO)

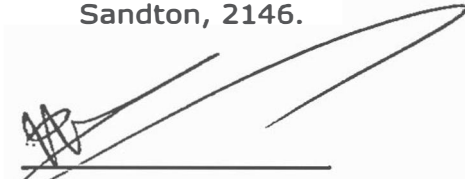
2. ICASA hereby gives notice that Sundial Telecom (Pty) Ltd, to which an Individual Electronic Communications Network Service Licence and an Individual Electronic Communications Service Licence was issued on 15 January 2009, had not, after due inquiry by ICASA, met its licence obligations by failing to submit the Annual Financial Statements, pay Universal Service Annual Fees (USAF) and General Licence fees as prescribed by the REGULATIONS REGARDING STANDARD TERMS AND CONDITIONS FOR INDIVIDUAL LICENCES UNDER CHAPTER 3 OF THE ELECTRONIC COMMUNICATIONS ACT 36 of 2005, Schedule 2 Regulation 5, failed to commence operations, failed to request extension for commencement of operations and provide reasons as their inability to commence operations.

3. ICASA, accordingly, declares as follows:

(a) That the Individual Electronic Communication Network Service License (I-ECNS), with license number 0329/IECNS/MAY/09 (Pty) Ltd and the Individual Electronic Communications Services License (I-ECS) number 0329/IECS/MAY/09 issued on 28 May 2009 are declared to have expired on 28 May 2010.

(b) That the Individual Electronic Communication Services License (I-ECS), with license number 0083/IECS/JAN/09 and the Individual Electronic Communication Network Service Licence (I-ECNS) with licence number 0083/IECNS/JAN/09 of Sundial Telecom (Pty) Ltd issued on 15 January 2009 are declared to have expired on 15 January 2010.

4. Any queries must be directed to Ms. Lindisa Mabulu on e-mail: lmabulu@icasa.org.za or Tel: 011 566 3217 or Physical Address: Block D, Pinmill Farm, 164 Katherine Street, Sandton Postal Address: Private Bag X10002, Sandton, 2146.



Rubben Mohlaloga

Acting Chairperson

ICASA

29/16
68

**DEPARTMENT OF PUBLIC WORKS
NOTICE 606 OF 2016
CONSTRUCTION INDUSTRY DEVELOPMENT BOARD**

**FINDINGS AND SANCTIONS OF THE INVESTIGATING COMMITTEE PUBLISHED IN
TERMS OF THE CONSTRUCTION INDUSTRY DEVELOPMENT REGULATIONS, 2004
(AS AMENDED)**

The Construction Industry Development Board hereby publishes in terms of regulation 29(26) of the Construction Industry Development Regulations the details of the findings and sanctions of the investigating committee as set out in the **Schedule**.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Pridop Enterprise CC	127997	2000/047820/23	The Respondent submitted an invalid Tax Clearance Certificate with reference 0084/1/2010/0002198938 for the period 2011/2012 to the cidb in support of its 3 year renewal application.
Sanction imposed by CIDB			
<p>Effective date: 16 August 2012</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty as charged; b. A fine of R20 000.00 be imposed on the Respondent; c. A cost order or determination in the amount of R20 000.00 is made against the Respondent, and that such fine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Nanini 241 CC	115427	2001/061584/23	<p>Charge 1: The Respondent is charged with misrepresentation of information with respect to the track record of Nanini 241 CC for the construction works purportedly performed for Ibhongo Consulting CC/KZN Department of Transport.</p> <p>Charge 2: The Respondent is charged with misrepresentation of information with respect to the track record of Nanini 241 CC for the construction works purportedly performed for Mafahleni Engineers/Umlalazi Municipality.</p>
Sanction imposed by CIDB			
<p>Effective date: 12 September 2012</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty as charged; b. A fine of R400 00.00 be imposed on the Respondent; c. Said sine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Yourtrade Civil Engineering and Construction CC	157671	2002/049932/23	<p>Charge 1: The Respondent submitted financial statements to the cidb, which statements contain false information and/or were forged and/or are not compliant with the cid regulation.</p> <p>Charge 2: The Respondent misrepresented information with respect to the track record of Yourtrade Civil Engineering and Construction for construction works purportedly performed for Free State Cooperative Governance Traditional Affairs and Human Settlements (Free State COGTA HS).</p>

Sanction imposed by CIDB

Effective date: 16 August 2012

The Board orders that:

- a. The Respondent is guilty as charged;
- b. A fine of R30 000.00 be imposed on the Respondent;
- c. Such fine to be paid in full before any further application can be assessed by the cidb.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
P G Mavundla Engineering	104431	1997/020620/07	The Respondent submitted the following invalid Tax Clearance Certificates to the cidb: Tax Clearance Certificate Reference Number Validity Period 0020/1/2010/0002194201 30 July 2010 to 30 July 2011 0020/1/2009/0005861379 3 July 2009-3 July 2010 0020/1/2008/0001415401 22 July 2008-21 July 2009 0020/1/2008/0001415397 17 July 2008-16 July 2009 0020/1/2008/0001476455 30 January 2008-30 January 2009

Sanction imposed by CIDB

Effective date: 22 August 2012

The Board orders that:

- a. The Respondent is guilty as charged;
- b. A fine of R 25 000.00 be imposed on the Respondent;
- c. Such fine to be paid in full before any further application can be assessed by the cidb.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Themashi Business Enterprise,	100448	2003/006574/23	The Respondent submitted invalid Tax Clearance Certificates to the cidb.
Sanction imposed by CIDB			
Effective date: 12 September 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. A fine of R 45 000.00 be imposed on the Respondent; c. Such fine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Kwambanjwa Capentry and Construction	103978	1998/034778/23	The Respondent submitted invalid Tax Clearance Certificates to the cidb.
Sanction imposed by CIDB			
Effective date: 20 November 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. A fine in the amount of R10 000.00 be paid by the Respondent; payable within 90 days of issuing of the finding; c. Such fine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Juniano Trading	162238	2006/011581/23	Charge 1: The Respondent submitted an invalid Tax

			<p>Clearance with reference 0075/1/2012/0002307557 for the period 2012/2013 in support of its annual renewal application and an addition of 1SO grading.</p> <p>Charge 2: The Respondent submitted financial statements for two (2) financial years (2011 and 2009), containing false information and/or were forged and/or are not compliant with cid regulation and/or accounting/auditing standards.</p>
Sanction imposed by CIDB			
<p>Effective date: 20 November 2012</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty of the charges; b. A fine in the amount of R40 000.00 be paid by the Respondent; payable over a period of three (3) months from date of issue of these findings; c. Such fine to be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Sankum Construction	111274	2004/120979/23	The Respondent submitted invoices to the WCDTPW which contains false information in that had been forged and inflated, which is in breach of the Code of Conduct for all Parties engaged in Construction Procurement.
Sanction imposed by CIDB			
<p>Effective date: 10 February 2014</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty of the charge; d. A fine in the amount of R65 000.00 be paid by the Respondent; payable within 60 days from date of issue of these findings; b. The Respondent is liable for the cidb's costs relating to the hearing and more in particular the costs as set out during its arguments in aggravation. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Setshabelo Trading 657	270792	2008/134885/23	The Respondent contravened section 18(1) and (2) of the cidb Act, by undertaking the following construction works whilst not being registered with the cidb - renovation / upgrading of the Kitchen at Lere La Tshepe on or about 21 July 2008, when Setshabelo Trading 657 has not been registered with the cidb.
Sanction imposed by CIDB			
Effective date: 20 February 2014			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. A fine in the amount of R2 000 be paid by the Respondent; c. Such fine is to be payable in full upon receipt of the sanction. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Mohau and Kgaugelo CC	206873	2009/113562/23	The Respondent contravened of paragraph 2 of the cid Code of Conduct.
Sanction imposed by CIDB			
Effective date: 20 February 2014			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. The grading obtained through the submission of the fraudulent documentation to be removed and the Respondents name be removed from the cidb Register of Contractors; c. A fine in the amount of R50 000.00 be paid by the Respondent; payable within 15 days of receipt of the sanction; d. The Respondent is not prohibited from reapplying for registration on the cidb Register of Contractors. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Goodsanele Trading Enterprise	264055	2008/179303	The Respondents' letter of award / appointment letter dated 18 July 2011, purportedly from Gauteng Department of Roads and Transport, contained false and/or inaccurate information, insofar as it conveys that Goodsanele was also appointed to perform civil works (and not only plant hire), for the Department.
Sanction imposed by CIDB			
<p>Effective date: 30 September 2014</p> <p>The Board orders that:</p> <ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. A fine of R30 000.00 be paid by the Respondent within six months of the date of sanction. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Govan Mbeki Municipality	500200		<p>Charge 1: The Respondent failed to register any tender awards (projects) on the CIDB's Register of Project system;</p> <p>Charge 2: The Respondent failed to publish 12 invitations to tender on the CIDB's I-tender system;</p> <p>Charge 3: The Respondent, in its conduct as set out above, failed to comply with Paragraph 2 of the CIDB Code of Conduct in that it failed to discharge its duties and obligations timeously; and/or comply with all applicable legislation and associated regulations.</p>

Sanction imposed by CIDB

Effective date: 08 October 2014

The Board orders that:

- a. The Respondent is guilty of the charges;
- b. A fine of R70 000.00 be paid by the Respondent, suspended for a period of 24 months, provided the Respondent is not found guilty on similar charges during that period.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Ingqondo Business Enterprise CC	104004	2003/086124/23	<p>Charge 1: The Respondent submitted an invalid Tax Clearance Certificate with reference 0020/1/2012/0002605176 to the Ugu District Municipality on 22 November 2012, on behalf of Ingqondo Business Enterprise CC.</p> <p>Charge 2: The Respondent submitted an invalid Tax Clearance Certificate with reference 020/1/2012/0003463245 on 16 March 2012, on behalf of Ingqondo Business Enterprise CC.</p>

Sanction imposed by CIDB

Effective date: 05 November 2014

The Board orders that:

- a. The Respondent is guilty as charged;
- b. A fine of R30 000.00 be paid by the Respondents within 12 months from sanction date.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
LSK Distributors / GDARD.	180756	1999/028656/23	The Respondents submitted documents to the cidb on behalf of LSK that have been forged / are not authentic – The letter of award,

			completion certificate, specifications and final payment certificate purportedly signed by Dr Konanani Liphadza on behalf of the Gauteng Department of Agriculture and Rural Development.
Sanction imposed by CIDB			
Effective date: 30 September 2014			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. The Respondent be downgraded from 4GBPE to its former grade of 2; c. A fine of R30 000.00 be paid by the Respondent, suspended for a period of one year provided the Respondent is not found to commit a similar offence again in that period. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Setshabelo Trading 657 / Maluti FET	270792	2008/134885/23	<p>Charge 1: The Respondent acted in contravention of cid Regulation 25(7), in respect of tender awarded to Setshabelo Trading 657 on 21 July 2008 for Renovation / Upgrading of the Kitchen at Lere La Tshepe, when Setshabelo Trading 657 had not been registered with the cidb.</p> <p>Charge 2: The Respondent acted in contravention of cid Regulation 25(1), by failing to stipulate that only submissions of offers from tenderers who are registered in the required grading designation and class of works as per the cid regulations, will be accepted, for the work Renovation/Upgrading of the Kitchen at Lere La Tshepe.</p> <p>Charge 3: The Respondent acted in contravention of CIDB Code of Conduct by failing to comply with the regulatory framework applicable to the procurement of construction work contracts.</p>

			<p>Charge 4: The Respondent acted in contravention of section 16(4) of the Act, by failing to apply the Register of Contractors in the procurement of "Renovation/Upgrading of the Kitchen at Lere La Tshepe", the latter being construction works, The investigation arose from an audit blitz conducted by the CIDB to verify and ascertain compliance with the legislative prescripts by organs of state and other public entities, involved in the procurement of construction services falling under the regulatory regime of the CIDB.</p>
Sanction imposed by CIDB			
<p>Effective date: 20 February 2014</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty of all the charges; b. That a warning in terms of sub-regulation 29 (18)b of the cid regulations, and further that Setshabelo Trading 657 CC is guilty of all the charges; c. That the appropriate sanction to be imposed under the circumstances is a fine in the amount of R2,000.00 which is a symbolic fine to remind the contractor to always comply with legal prescripts; d. That such fine is to payable in full on receipt of the sanction. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Mifumbu Contracting and Consulting Services	203829	2007/063020/23	<p>Charge 1: The Respondent submitted fraudulent and /or forged and/or incorrect documentation with regard to the track record of the Respondent to the cidb.</p> <p>Charge 2: The appointment Letter dated 09 September 201 from Kai Garib Local Municipality, purportedly indicating that the Municipality has accepted the Respondents tender for the Construction of retaining wall, V Drainage system and bulk water main to the value of R 610 391.40</p>

			<p>Charge 3: The certificate of Final Completion from Kai Garib Local Municipality dated 8 November 2011 with the completion date reflected as April 2011 to the value of R 916 695,00, and</p> <p>Charge 4: The confirmation Letter from Kai Garib Local Municipality dated 27 February 2012 to confirm the payment made to the Respondent by the Development Bank of South Africa (DBSA) on behalf of Kai Garib Local Municipality, as per agreement entered into between DBSA and the Municipality.</p>
Sanction imposed by CIDB			
Effective date: 20 February 2014			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of all the charges; b. The grading obtained through the submission of the fraudulent documentation be removed; c. The cidb should refer the matter to law enforcement agencies for criminal investigations; d. The Respondent is restricted from reapplying for cidb contractor grading for a period of 8 months from the date of the ruling. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Nzwakele Traders - Mr O N Dube	104101	2004/012302/23	<p>Charge1: The Respondent submitted an invalid Tax Clearance Certificate with reference 0020/1/2012/0002617731 for the 2012 / 2013 financial year behalf of Nzwakele Construction CC to the Ugu District Municipality on 10 November 2012;</p> <p>Charge 2: The Respondent submitted the same invalid Tax Clearance Certificate mentioned above was submitted on behalf of Nzwakele Construction CC to the cidb on 11 February 2013.</p>

Sanction imposed by CIDB

Effective date: 05 November 2014

The Board orders that:

- a. The Respondent is guilty as charged;
- b. The Respondent must pay R30 000 within 12 months from sanction date.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Rassy Consulting (Pty) Ltd	10018471	2012/020433/07	<p>Charge 1: The Respondent submitted to the cidb on behalf of Rassy Consulting (Pty) Ltd ('Rassy') a forged and/or fraudulent, and/or contains false information - Sub-Contractor Agreement entered into between Muele Civil Construction CC ('Muele') and Rassy stating that the sub-contractor agreement will be effective on 1 May 2012; Sub-Contractor Agreement entered into between Milnex 466 CC ('Milnex') and Rassy stating that the sub-contractor agreement will be effective on 1 May 2012.</p> <p>Charge 2: The sub-Contractor Agreement entered into between Eliefu Construction & Projects CC ('Eliefu') and Rassy stating that the sub-contractor agreement will be effective on 1 May 2012.</p> <p>Charge 3: The appointment Letter from Muele, indicating that they have accepted Rassy's tender for the construction of VIP toilets to the value of R1 355 641).</p> <p>Charge 4: That the appointment Letter from Milnex dated 1 May 2012 indicating that they have accepted Rassy's tender for a new transformer Plinth, runway and equipment bay to the value of R1 330 000.</p>

			<p>Charge 5: The appointment Letter from Eliefu indicating that they have accepted Rassy's tender for the construction of a new community clinic to the value of R1 496 000.</p> <p>Charge 6: The certificate of Final Completion from Milnex dated 30 June 2012 with the completion date reflected as 30 June 2012.</p> <p>Charge 7: The certificate of Final Completion from Eliefu dated 30 June 2012 with the completion date reflected as 30 June 2012.</p> <p>Charge 8: The certificate of Final Completion from Muele dated 30 June 2012 with the completion date reflected as 29 June 2012.</p>
Sanction imposed by CIDB			
Effective date: 08 October 2014			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charge; b. The appropriate sanction is Regulation 29(18); c. The Respondents' name to be removed from the cidb Register of Contractors; d. The respondent be prohibited from registering with the cidb in any way whatsoever for a period of 10 years: Mr Rasilingwani, in his personal capacity, be prohibited from registering with cidb in any way whatsoever for a period of 10 years and any other corporate entity in which Mr Rasilingwani is interested or involved as either an owner, shareholder, director, member or trustee be prohibited to register with the cidb in any way whatsoever for a period of 10 years. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Vhembe District Municipality	500182		<p>Charge 1: The Respondent failed to discharge its duties and obligations timeously in that it did not apply for the registration of the award of the tender on the cidb's Register of Projects within 21 days or at all.</p>

			<p>Charge 2: The Respondent did not comply with the applicable legislation and associated regulations by not complying to CID Regulations 18(1) and 18(1A), CID Regulation 24 and CID Regulation 25(10) read with 24(7),</p> <p>Charge 3: The Respondent, during or about September 2011 failed to register the contract pertaining to the above Tender on the CIDB's Register of Project system within 21 days of the award. The contract comprised of single construction works contract and was in excess of R 300,000.00 (being the amount published in the Government Gazette No 26991 dated 12 November 20004, Government Notice R 1333 of the same date).</p> <p>Charge 4: The Respondent did not publish the invitation to tender for the tender number VDM/COMM/07/03/2011/03): The supply and fencing of community graveyards and erection of VIP toilets and steel gate: Itsani, on the cidb's I-tender system, The investigation arose from an audit blitz conducted by the CIDB to verify and ascertain compliance with the legislative prescripts by organs of state and other public entities, involved in the procurement of construction services falling under the regulatory regime of the CIDB.</p>
Sanction imposed by CIDB			
<p>Effective date: 07 January 2014</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty of all the charges; b. A fine in the amount of R 30,000.00 is imposed, subject to the conditions below; c. The Respondent register and upload the projects at issue within 90 days of this ruling; d. The Respondent provide the cidb with documentary proof of its compliance with the conditions above within the stipulated time period; e. Failure to comply will result in the sanction being forwarded to the Auditor General as provided for in the cidb Regulations. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Greater Kokstad Municipality.	500121		<p>Charge 1: The Respondent contravened Paragraph 2.1 of the cidb Code of Conduct by failing to behave equitably;</p> <p>Charge 2: The Respondent contravened Paragraph 2.3 of the cidb Code of Conduct by failing to comply with applicable legislation and regulations when embarking of construction procurement;</p> <p>Charge 3: The Respondent contravened Paragraph 2.4 of the Code of Conduct by failing to satisfy all relevant requirements set in the procurement invitation;</p> <p>Charge 4: The Respondent contravened Regulation 18(1) of the cid Regulations;</p> <p>Charge 5: The Respondent contravened Regulation 24 of the cid Regulations.</p>
Sanction imposed by CIDB			
<p>Effective date: 10 February 2014</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty of all the charges; b. A fine in the amount of R 25,000.00 be imposed subject to the conditions below; c. The fine be suspended on condition that the Respondent correct the transgressions within 60 days of receipt of the sanction; d. In the event of failure to comply, the fine shall be effective immediately and the ruling forwarded to the Auditor General of South Africa. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Masiqhame Trading 379 CC	117048	2005/043561/23	Charge 1: The Respondent made payments made into account of Pema; Charge 2: The Financial Statements submitted had incorrect information; Charge 3: The Respondent failed to comply with regulation 7(4)(b)
Sanction imposed by CIDB			
Effective date: 14 July 2015 The Board orders that: <ol style="list-style-type: none"> a. The Respondent be found guilty; b. The Respondent must pay a fine of R80 000 over six months; c. Failure to pay the fine by the end of December 2015, the Respondent be suspended for 30 months. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Mopani Local Municipality	500177		Charge 1: The Respondent contravened of Para 2.1 of the cid Code of Conduct, published in Government Gazette no 25656 of 31 October 2003 Alternative charge for charge 1: contravention of Para 3 Code of Conduct, published in Government Gazette no 25656 of 31 October 2003; Charge 2: The Respondent failed to comply with Para 2.3 of Cidb Code of Conduct;

			<p>Charge 3: The Respondent contravened regulation 25(10) read with Reg 25(7) and Reg 17 of the CIDB Regulation, Respondent did not reject tender submission that did not have the correct grading requirement;</p> <p>Charge 4: The Respondent contravened Reg 18(1), in that the Respondent failed to register tender on CIDB register of project system within 21 working days after awarded tender alternative charge for charge 4: Failed to Register tender in accordance with part 3 of CID Regulations Amended;</p> <p>Charge 5: The Respondent failed to publish invitation to tender for tender on CIDB Webpage.</p>
Sanction imposed by CIDB			
<p>Effective date: 14 July 2015</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent be found guilty; b. The Respondent pay a fine of R50 000; c. The fine is wholly suspended for 3 years with conditions. d. A cost order for R77 852.62 be issued against the Respondent, which fine will automatically become payable on lapsing of the prescribed 30 days. e. No other cost order be imposed. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Pamael Electrical (Pty) Ltd	122586	2002/029519/07	The Respondent made payments into account of Pema for the amount of R1500.00

Sanction imposed by CIDB

Effective date: 29 September 2015

The Board orders that:

- a. The Respondent be found Guilty.
- b. A fine of R20 000 is payable by the Respondent over a period of 2 months. The first payment must be made before end of Sept 2015 and last payment before end October 2015.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
White-Hazy Building Construction (PTY) Ltd	119421	2014/083059/07	Charge 1: The Respondent made payments into account of Pema; Charge 2: The Respondent submitted Financial Statements that reflected incorrect information.

Sanction imposed by CIDB

Effective date: 07 October 2015

The Board orders that:

- a. The Respondent be found Guilty;
- b. A fine of R40, 000.00 be imposed;
- c. The fine must be paid over a period of Six (6) months;
- d. The Respondent shall not be competent to make any application to the CIDB after the expiry of 6 months unless the fine has been paid in full.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Durban Maintenance and Building CC	111700	2014/074391/07	Charges 2-5: The Respondent made payments into the account of Pema;

			Charges 6-11: The Respondent submitted numerous tenders, using the (fraudulently obtained) cidb grading designations and classes of works to which it had not been entitled
Sanction imposed by CIDB			
Effective date: 07 October 2015			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent be found guilty; b. A fine of R50 000 must be paid before the last day of Oct 2015. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Willow Park Civils CC	137690	2002/082205/23	Charge 1: The Respondent made payments made into account of Pema; Charge 2: The Respondent submitted financial Statements that had not been signed by an Accounting Officer.
Sanction imposed by CIDB			
Effective date: 08 October 2015			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent be found guilty; b. A fine of R20 000 must be paid before the last day of November 2015. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
CEE-HOO Management CC	118564	1998/071271/23	Charge 1: The Respondent made payments made into account of Pema; Charge 2: The Respondent submitted Financial Statements inaccurate/copied figures.
Sanction imposed by CIDB			
Effective date: 08 October 2015 The Board orders that: <ol style="list-style-type: none"> a. The Respondent be found guilty; b. A fine of R40 000 must be paid by the Respondent over a period of four months in equal instalments. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Thulatsepo General Trading	127377	2003/030257/23	Charge 1: The Respondent made payments into account of Pema; Charge 2: The Respondent submitted financial Statements that had not been signed by an Accounting Officer.
Sanction imposed by CIDB			
Effective date: 01 December 2015 The Board orders that: <ol style="list-style-type: none"> a. The Respondent pay a fine of R30 000 in equal instalments of R15 000 over a period of 2 months. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
New World Projects	124113	2004/012274/23	Charge 1: The Respondent made payments into the Account of Pema; Charge 2: The Respondent submitted and invalid Tax Clearance Certificate.
Sanction imposed by CIDB			
Effective date: 01 January 2016			
The Board orders that:			
a. The Respondent pay a fine of R30 000 in equal instalments of R15 000 over a period of 2 months.			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Shatadi Developers	103409	2002/031246/23	Charge 1: The Respondent made payments into account of Pema; Charge 2: The Respondent submitted Financial Statements that had not been signed by an Accounting Officer.
Sanction imposed by CIDB			
Effective date: 01 January 2016			
The Board orders that:			
a. The Respondent pay a fine of R30 000 in equal instalments of R20 000 over a period of 2 months.			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Sizaziphilisa's Women's Construction	180429	2002/085044/23	Charge 1: The Respondent made payment into the Account of Pema; Charge 2 : The Respondent submitted a set of financial statements for the financial year end 2008 which contain inaccurate figures; and/or was not certified by a person who is required by law to certify the financial statements.
Sanction imposed by CIDB			
Effective date: 01 January 2016			
The Board orders that:			
a. The Respondent pay a fine of R30 000 in equal instalments of 10 000 over a period of 3 Months.			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Flickers Construction CC	113658	2001/006440/23	Charge 1: The Respondent made payment into the Account of Pema; Charge 2: The Respondent submitted statements that contain inaccurate information; and/or were not certified by a person as required by law to certify those financial statements.
Sanction imposed by CIDB			
Effective date: 03 December 2015			
The Board orders that:			
a. The Respondent pay a fine of R60 000 payable on or before 1 February 2016;			
b. The Respondent also be prohibited from performing public sector construction work for a period of one year from the date of this decision provided that the fine imposed infra is paid on time. If the Respondent fails to pay the fine on time, the prohibition period will commence on the date that the fine is paid.			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Anix Trading 129 cc	113944	2001/041841/23	Charge 1: The Respondent made payments into the account of Pema; Charge 2-5: The Respondent submitted Financial Statements has been misrepresented.
Sanction imposed by CIDB			
Effective date: 27 January 2016			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent pay a fine of R50 000 payable on or before the last day of March 2016; b. The Respondent be warned in terms of Regulation 29(18) (b) that any noncompliance in the next 12 months may lead to a downgrade on the CIDB system. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Opal Projects and Management	206844	2005/158630/23	Charge 1: The Respondent made payments into a bank account of an ex - employee of the cidb, one Barbara Mashava ('Mashava') by various contractors, of which one was the Respondent.
Sanction imposed by CIDB			
Effective date: 15 April 2016			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent pay a fine of R50, 000.00 and that payment is due on or before 31 May 2016. b. The Respondent be issued with a warning that further non-compliance with the CIDB Regulations in the next twelve months could lead to a down-grading of their grade or the Respondent could be restricted from participating in public sector work. c. A cost order or determination in the amount of R30, 000.00 be made against the Respondent. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Roswika Civils and Construction	112900	2004/074058/23	The Respondent submitted financial statements to the cidb, which statements contain false information and/or were forged and/or are not compliant with cid regulation (2A) and /or accounting/auditing standards.
Sanction imposed by CIDB			
Effective date: 12 April 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of all the charges; b. A fine of R80,000-00 be imposed on the Respondent; c. The fine be paid in full before any further application can be made to the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
NJC Construction, N A Malusi	122016	2003/002730/07	The Respondent submitted an invalid Tax Clearance Certificate with reference 0004/1/2011/0010119883 to the CIDB in support of its annual update application.
Sanction imposed by CIDB			
Effective date: 11 June 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent be removed from the Register of Contractors of the cidb with immediate effect; 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Kgorong Technical Services (Pty) Ltd, N J Phihlela,	100026	2006/008519/07	The Respondent submitted financial statements containing false information and/or were forged and/or are not compliant with cid regulation 7(4) (b) (quoted below) and/or accounting/auditing standards.
Sanction imposed by CIDB			
Effective date: 09 July 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charges; b. A fine of R20 000.00 be imposed on the Respondent; c. The fine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Letumo Trading CC	133571	2001/051883/23	The Respondent submitted financial statements to the cidb for the periods ending August 2006, and March 2011 (two sets), which statements contain false information and/or were forged and/or are not compliant with CID regulation (2A) and /or accounting/auditing standards.
Sanction imposed by CIDB			
Effective date: 09 July 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of the charges; b. A fine of R20 000.00 be imposed on the Respondent; c. The fine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Mpulele Difate Electrical and Projects CC	246801	2010/140502/23	Charge 1: The Respondent submitted financial statements containing false information and/or were forged and/or are not compliant with CID regulation 7(4)(b) and /or accounting/auditing standards, Charge 2: The Respondent submitted a misrepresented and/or false and / or inaccurate track record in application for cidb grading.
Sanction imposed by CIDB			
Effective date: 09 July 2012 The Board orders that: <ol style="list-style-type: none"> a. The Respondent is guilty of the charges; b. A fine of R10 000.00 be imposed on the Respondent; c. The Respondent be deregistered and removed from the register of contractors maintained by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Siyahlobisa Projects (Pty) Ltd	110494	2010/007264/07	Charge 1: The Respondent submitted a track record that is misrepresented and / or false and / or inaccurate in application for cidb grading; Charge 2: The Respondent submitted financial statements to the cidb, which statements contain false information and/or were forged and/or are not compliant with the cid regulation 2(A) and/or accounting/auditing standards.

Sanction imposed by CIDB

Effective date: 23 July 2012

The Board orders that :

- a. The Respondent is guilty of both charges;
- b. A fine of R60 000.00 be imposed on the Respondent, payable within 2 months of the sanction;
- c. The fine be paid in full before any further application can be assessed by the cidb.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Vhasane Cleaning Catering & Building Enterprise	145254	2006/147885/23	<p>Charge 1: The Respondent submitted a track record that is misrepresented and / or false and / or inaccurate in application for cidb grading in respect of BTKM Quantity Surveyors;</p> <p>Charge 2: The Respondent submitted a track record that is misrepresented and / or false and / or inaccurate in application for cidb grading in respect of Tlokwe City Municipality.</p>

Sanction imposed by CIDB

Effective date: 23 July 2012

The Board orders that:

- a. The Respondent is guilty of both charges;
- b. A fine of R 40 000.00 be imposed on the Respondent;
- c. The fine be paid in full before any further application can be assessed by the cidb.

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Khumbula Properties	104636	2001/005838/07	<p>Charge 1: The Respondent submitted financial statements for the year ending 30 June 2006 to the cidb,</p>

			<p>which statements contain false information and/or were forged and/or are not compliant with cid regulation 7(4)(b) (quoted below) and /or accounting/auditing standards,</p> <p>Charge 2: The Respondent submitted a track record that was misrepresented and /or false and /or inaccurate in relation to construction works purportedly performed for IT Trustbula;</p> <p>Charge 3: The Respondent submitted a track record that was misrepresented and /or false and /or inaccurate in relation to construction works purportedly performed for IT Trustbula; namely the Olifantsfontein Refurbishment and Expansion Project for Samrec (Pty) Ltd with no monetary value reflected;</p> <p>Charge 4: The Respondent submitted a track record that was misrepresented and /or false and /or inaccurate in relation to construction works purportedly performed for B & E Silica Mines as; namely: B&E Silica Mines-Office development for the total value of R 20 million.</p>
Sanction imposed by CIDB			
Effective date: 18 April 2012			
The Board orders that:			
<ul style="list-style-type: none"> a. The Respondent is guilty of 2 charges, namely charges 1 and 4; b. A fine of R 100 000.00 be imposed on the Respondent; c. The fine be paid in full before any further application can be made to the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Morekuri Trading CC	112494	2003/108620/23	Charge 1: The Respondent submitted an invalid tax clearance certificate with reference number 0064/1/2011/0002328888;

			<p>Charge 2: The Respondent submitted an invalid and or fraudulent statements;</p> <p>Charge 3: The Respondent submitted false and or inaccurate information pertaining to the Respondents qualified professionals.</p>
Sanction imposed by CIDB			
<p>Effective date: 21 August 2012</p> <p>The Board orders that:</p> <ol style="list-style-type: none"> a. The Respondent is guilty of 2 charges; b. A fine of R 20 000.00 be imposed on the Respondent; c. The fine be paid in full before any further application can be assessed by the cidb. 			

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Pioneerplus Engineering (Pty) Ltd	10059926	2012/086556/07	<p>Charge1: The Respondent during its submission to be upgraded by the cidb, fraudulently submitted false bank statements, purported to be from FNB, for account number 62500348794 on 17 March and 3 August 2015;</p> <p>Charge 2: The Respondent fraudulently submitted a false appointment letter purportedly from Vestas Southern Africa (Pty) Ltd (Vestas), a false written agreement between the Respondent and Vestas, a false Certificate of Final Completion and false progress payment certificates to the cidb;</p> <p>Charge 3: The Respondent fraudulently submitted false Annual Financial Statements for the year ending 30 June 2014 to the cidb;</p> <p>Charge 4: The Respondents upgrading from a level 1CE PE to a level 8CE PE, effected in March 2015 was a direct consequence of the submission of the fraudulent documentation.</p>

Sanction imposed by CIDB

Effective date: 21 April 2016

The Board orders that:

- a. That the fraudulent submission of false documentation to the CIDB is a very serious act of misconduct and, in terms of the CIDB Regulations, is reportable to the relevant authorities as a criminal offence;
- b. That considering the role and purpose of the CIDB, misconduct of this nature is prejudicial and / or potentially prejudicial to the CIDB, the State, the construction industry and the people of South Africa;
- c. That the contractor, far from expressing any remorse for its wrongdoings, failed to respond to any and all communication or attempts at communication by the CIDB and its investigators. In this regard, the Committee is satisfied that all reasonable steps were taken by the CIDB and its investigators to make contact with the contractor and to solicit a response from the contractor to the charges;
- d. A fine of R100 000 as per Regulation 29(18) (d). The fine shall be payable on or before the last day of April 2016;
- e. That the Respondent's registration is cancelled by the CIDB and that the Respondent and its two Director, Mr TJ Zulu and Mrs PC Zulu and any entity of which they are directors or become directors in the future is prohibited from participating in public sector construction work for a period of ten years as per Regulation 29(18)(e).

Contractor Name	CRS Number	Company/ Corporation Registration Number	Nature of Complaint
Metal Lux Infrastructure Solutions Africa (Pty)Ltd	10065956	2011/102668/07	Charge1: The Respondent submitted false appointment letters, false certificates of final completion, and false Nedbank Statements. Two false letters of appointment were purportedly issued by White Leopard Trading CC to the Respondent, in respect of subcontracting for the supply and installation of AC steel water pipes and to replace aged connections at Rustenburg Municipality; False certificate of completion was also purportedly issued by White Leopard to the Respondent; and false Nedbank statements were purportedly issued by Nedbank. The said appointment letters, certificate of completion, and Nedbank statements, were submitted by the Respondent, or its agent, to the cidb on 18 June 2015 and 16 July 2015 respectively.

Sanction imposed by CIDB

Effective date: 08 July 2016

The Board orders that:

- a. A fine of R20 000.00 be made payable by the Respondent within three months, failing which cancellation of the application for registration by the Respondent, should be effected by the cidb.
- b. The fraudulent submission of false documentation to the CIDB is a very serious act of misconduct and, in terms of the CIDB Regulations, is reportable to the relevant authorities as a criminal offence.

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 607 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	1. Remainder of the farm Bosch Hoek No. 18212 2. Portion 2 of the farm Bosch Hoek No. 18212
Extent of property	:	1. 649, 6852 ha 2. 70, 9782 ha
Magisterial District	:	Mount Currie
Administrative District	:	KwaZulu-Natal
Current Title Deed No.	:	1. TF791/1928UMT 2. Not Registered
Current Owner	:	1. Government of the Union of South Africa 2. Not Registered
Bonds & Restrictive Conditions (Interdicts)	:	see attached schedule
Claimant	:	Chief Vincent Zimema on behalf of the Boschhoek Community
Date claim lodged	:	7 October 1998
Reference number	:	KRO6/2/2/D/1017/0/0/29

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

Any comments and information should be submitted to:

The Regional Land Claims Commissioner: KwaZulu-Natal
Private Bag X9120
Pietermaritzburg 3200

Tel: (033) 355 - 8400
Fax: (033) 342 - 3409

Submissions may also be delivered to Second Floor, African Life Building, 200 Church Street, Pietermaritzburg.

LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 608 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	Remainder of Lot 659 Ladysmith
Extent of property	:	0, 2420 ha
Magisterial District	:	Klip River
Administrative District	:	KwaZulu-Natal
Previous Title Deed No.	:	T1466/1970
Claimant	:	Ismail Vawda
Date claim lodged	:	20 December 1998
Reference number	:	KRN6/2/3/E/17/1/1/47

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

Any comments and information should be submitted to:

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Submissions may also be delivered to Second Floor, African Life Building, 200 Church Street, Pietermaritzburg.

**LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:**

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 609 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	1. Lot 6742 Pinetown 2. Lot 6743 Pinetown
Extent of property	:	1. 0, 2024 ha 2. 0, 1012 ha
Magisterial District	:	Ethekwini
Administrative District	:	KwaZulu-Natal
Claimant	:	Moosa Desai
Date claim lodged	:	17 December 1998
Reference number	:	KRN/6/2/3/39/836/1863/33

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

Any comments and information should be submitted to:

The Regional Land Claims Commissioner: KwaZulu-Natal
Private Bag X9120
Pietermaritzburg 3200

Tel: (033) 355 - 8400
Fax: (033) 342 - 3409

Submissions may also be delivered to Second Floor, African Life Building, 200 Church Street, Pietermaritzburg.

LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 610 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	The farm Welverdiend No. 610
Extent	:	1455, 6233 ha
Magisterial District	:	Ngotshe
Administrative District:	:	KwaZulu-Natal
Current Title Deed No.	:	T15663/1973
Current Owner	:	Ven-Africa Ranches (Pty) Ltd
Bonds & Restrictive Conditions (Interdicts)	:	B24639/1989; B41780/1995; VA613/2004; VA614/2004; VA612/2004
Claimant	:	Dlokwakhe Mthiyane on behalf of the Mthiyane and 20 other families
Date claim lodged	:	31 December 1998
Reference number	:	KRN6/2/2/E/32/0/0/22

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

Any comments and information should be submitted to:

The Regional Land Claims Commissioner: KwaZulu-Natal
Private Bag X9120
Pietermaritzburg 3200

Tel: (033) 355 - 8400
Fax: (033) 342 - 3409

Submissions may also be delivered to Second Floor, 200 Church Street, Pietermaritzburg.

LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 611 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	<ol style="list-style-type: none"> 1. Remainder of the farm Bosch Hoek No. 18212 2. Portion 2 of the farm Bosch Hoek No. 18212
Extent of property	:	<ol style="list-style-type: none"> 1. 649, 6852 ha 2. 70, 9782 ha
Magisterial District	:	Mount Currie
Administrative District	:	KwaZulu-Natal
Current Title Deed No.	:	<ol style="list-style-type: none"> 1. TF791/1928UMT 2. Not Registered
Current Owner	:	<ol style="list-style-type: none"> 1. Government of the Union of South Africa 2. Not Registered
Bonds & Restrictive Conditions (Interdicts)	:	see attached schedule
Claimant	:	Chief Zwelinzima Dlamini on behalf of the Sevenfontein Community
Date claim lodged	:	7 November 1995
Reference number	:	KRO6/22/2/D/1017/0/0/34

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

Any comments and information should be submitted to:

The Regional Land Claims Commissioner: KwaZulu-Natal
Private Bag X9120
Pietermaritzburg 3200

Tel: (033) 355 - 8400
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Submissions may also be delivered to Second Floor, African Life Building, 200 Church Street, Pietermaritzburg.

LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 612 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	Lot 13 Block R of the Townlands of Durban No. 1737
Extent of property	:	0, 0478 ha
Magisterial District	:	Ethekwini
Administrative District	:	KwaZulu-Natal
Previous Title Deed No.	:	T13610/1972
Claimant	:	Ahmed Essop Shaikh on behalf of the Shaikh Family
Date claim lodged	:	30 December 1998
Reference number	:	KRN6/2/3/E/8/817/2722/280

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

Any comments and information should be submitted to:

The Regional Land Claims Commissioner: KwaZulu-Natal
Private Bag X9120
Pietermaritzburg 3200

Tel: (033) 355 - 8400
Fax: (033) 342 - 3409

Submissions may also be delivered to Second Floor, African Life Building, 200 Church Street, Pietermaritzburg.

LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:

**DEPARTMENT OF RURAL DEVELOPMENT AND LAND REFORM
NOTICE 613 OF 2016**

GENERAL NOTICE IN TERMS OF THE RESTITUTION OF LAND RIGHTS ACT, 1994 (ACT NO. 22 OF 1994)

Notice is hereby given in terms of Section 11 (1) of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994) that a claim for the restitution of land rights on the following properties have been lodged with the Regional Land Claims Commissioner: KwaZulu-Natal and that the Commission on Restitution of Land Rights will further investigate the claim in terms of provisions of the Act in due course:

Property	:	Lot 1 Motala Farm Pinetown
Extent of property	:	1, 5557 ha
Magisterial District	:	Ethekwini
Administrative District	:	KwaZulu-Natal
Claimant	:	Vincent Govender on behalf of Soobramoney Govender
Date claim lodged	:	17 July 1996
Reference number	:	KRN/6/2/3/39/836/1863/16

Any party/parties who have an interest in the above-mentioned properties is hereby invited to submit, within **30 days** from the date of publication of this notice, any representations and/ or information which shall assist the Commissioner in proving or disproving this claim.

Should no information and/ or representations from the affected party/ parties be forthcoming within the stipulated period, the affected party/parties shall be *ipso facto* barred from further doing so and the Commission shall continue with the subsequent processes towards completion of the investigation.

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**LEBJANE MAPHUTHA
REGIONAL LAND CLAIMS COMMISSIONER: KWAZULU NATAL
DATE:**

DEPARTMENT OF TRADE AND INDUSTRY
NOTICE 614 OF 2016

INTERNATIONAL TRADE ADMINISTRATION COMMISSION
CUSTOMS TARIFF APPLICATIONS

LIST 08/2016

The International Trade Administration Commission (herein after referred to as ITAC or the Commission) has received the following application concerning the Customs Tariff. Any objection to or comments on this representation should be submitted to the Chief Commissioner, ITAC, Private Bag X753, Pretoria, 0001. Attention is drawn to the fact that the rate of duty mentioned in this application is that requested by the applicant and that the Commission may, depending on its findings, recommend a lower or higher rate of duty.

CONFIDENTIAL INFORMATION

The submission of confidential information to the Commission in connection with customs tariff applications is governed by section 3 of the Tariff Investigations Regulations, which regulations can be found on ITAC's website at <http://www.itac.org.za/documents/R.397.pdf>.

These regulations require that if any information is considered to be confidential, then a non-confidential version of the information must be submitted, simultaneously with the confidential version. In submitting a non-confidential version the regulations are strictly applicable and require parties to indicate:

- ❑ Each instance where confidential information has been omitted and the reasons for confidentiality;*
- ❑ A summary of the confidential information which permits other interested parties a reasonable understanding of the substance of the confidential information; and*
- ❑ In exceptional cases, where information is not susceptible to summary, reasons must be submitted to this effect.*

This rule applies to all parties and to all correspondence with and submissions to the Commission, which unless clearly indicated to be confidential, will be made available to other interested parties.

The Commission will disregard any information indicated to be confidential that is not accompanied by a proper non-confidential summary or the aforementioned reasons.

If a party considers that any document of another party, on which that party is submitting representations, does not comply with the above rules and that such deficiency affects that party's ability to make meaningful representations, the details of the deficiency and the reasons why that party's rights are so affected must be submitted to the commission in writing forthwith (and at the latest 14 days prior to the date on which that party's submission is due).

such party will not be able to subsequently claim an inability to make meaningful representations on the basis of the failure of such other party to meet the requirements.

**REVIEW OF THE GENERAL RATE OF CUSTOMS DUTY ON VARIOUS
DOWNSTREAM STEEL PRODUCTS:**

“Steel products classifiable under tariff headings; 73.06, 73.15, 73.26, and 87.16”

INITIATED BY:

International Trade Administration Commission of South Africa (‘ITAC’)
Private Bag X 753
Pretoria
0001

ENQUIRIES:

ITAC Ref: **16/2016**, Enquires: Lufuno Maliaga/ Njabulo Mahlalela/ Pfarelo Phaswana,
Tel: 012 394 3835/3684/3628 or email: lmaliaga@itac.org.za/
nmahlalela@itac.org.za/
pphaswana@itac.org.za.

REASONS FOR THE REVIEW:

- The global steel crisis is negatively impacting the entire SACU steel value chain;
- A number of SACU downstream industries have expressed concerns regarding the lack of tariff protection against imports of finished products that often come at unsustainably low prices; and
- A competitive steel value chain that support increased beneficiation, investment and employment is a key priority for SACU development.

PUBLICATION PERIOD:

Written submissions must be made within **four (4) weeks** of the date of this notice.

**DEPARTMENT OF TRADE AND INDUSTRY
NOTICE 615 OF 2016**

BROAD-BASED BLACK ECONOMIC EMPOWERMENT ACT, 2003 AS AMENDED

**DETERMINATION OF THE ADDRESS OF THE BROAD-BASED BLACK ECONOMIC
EMPOWERMENT COMMISSION (B-BBEE COMMISSION)**

I, **Ms Zodwa Ntuli**, Acting B-BBEE Commissioner, hereby determine the address of the B-BBEE Commission in terms of the provisions of B-BBEE Regulations 3 (3) issued by virtue of section 14 of the Broad-Based Black Economic Empowerment Act, 2003 (B-BBEE Act No. 53 of 2003) as amended by B-BBEE Amendment Act No.46 of 2013 for wider public information; as follows:

any communication to the B-BBEE Commission, or to the member of the staff, may be delivered by hand at:-

the dti Campus,
Block B, 1st floor,
77 Meintjies Street,
Sunnyside,
Pretoria
0002

or addressed by post to:-

Private Bag X84
Pretoria
0001

Tel : +27 (12) 394 1535

Fax : +27 (12) 394 2535

Email: bee-complaints@beecommission.gov.za

tipoff@beecommission.gov.za

bee-registry@beecommission.gov.za

bee-info@beecommission.gov.za



**MS. ZODWA NTULI
ACTING B-BBEE COMMISSIONER
B-BBEE COMMISSION
DATE: 19 JULY 2016**

**DEPARTMENT OF TRANSPORT
NOTICE 616 OF 2016**

**DEPARTMENT OF TRANSPORT
AIR SERVICE LICENSING ACT, 1990 (ACT NO.115 OF 1990)
APPLICATION FOR THE GRANT OR AMENDMENT OF DOMESTIC AIR
SERVICE LICENCE**

Pursuant to the provisions of section 15 (1) (b) of Act No. 115 of 1990 and Regulation 8 of the Domestic Air Regulations, 1991, it is hereby notified for general information that the application detail of which appear in the appendix, will be considered by the Air Service Licensing Council. Representation in accordance with section 15 (3) of the Act No. 115 of 1990 in support of, or in position, an application, should reach the Air Service Licensing Council. Private Box X 193, Pretoria, 0001, within 21 days of date of the publication thereof.

APPENDIX I

(A) Full name and trade name of the applicant. (B) Full business or residential address of the applicant. (C) Class of licence applied for. (D) Type of air service to which application applies. (E) Category of aircraft to which application applies.

(A) Ronin Inventory Management Systems (Pty) Ltd. (B) Unit F01 Mzingasi Office Park, Mzingasi Estate, Meerensee, Richard Bay, KZN, 3900. (C) Class III. (D) Type G3, G4 and G16 (RPAS Operations). (E) Category A4, H1 and H2.

APPENDIX II

(A) Full Name and trade name of the applicant. (B) Full business or residential address the applicant. (C) The Class and number of license in respect of which the amendment is sought (D) Type of air service and the amendment thereto which is being applied for (E) Category of aircraft and the amendment thereto which is being applied for. (F) Amendment referred to in section 14(2) (b) to I.

(A) Base 4 Aviation (Pty) Ltd; Base 4 Aviation. (B) Plot 10, Convair Road, Cape Town International Airport. (C) Class II and III; N680D and G681D. (D) Type N1, N2, G2, G3, G4, G7, G8, G10, G15 and G16 (Powerline Inspection and Ship to Shore operation). (E) Category H1 and H2. **Changes to the Management Plan:** Nelia de Bruyn replaces Gerald Francois Koenig as the Responsible Person: Flight Operations and Dennis Willson replaces Mike Tomlin as the Air Service Safety Officer.

(A) Africa Charter Airlines CC; Africa Charter Airline. (B) Hangar L1 South, 3-6 Atlas Road, 2nd Floor, R1 Building, Denel North, OR Tambo International Airport. (C) Class I and II; S969D and N963D. (D) Type S2, N1 and N2. (E) Category A1. **Changes to the Management Plan:** Fungai Mutandiko replaces Clinton as the Responsible Person: Aircraft.

DEPARTMENT OF TRANSPORT**NOTICE 617 OF 2016****INTERNATIONAL AIR SERVICE ACT, (ACT NO.60 OF 1993)****GRANT /AMENDMENT OF INTERNATIONAL AIR SERVICE LICENSE**

Pursuant to the provisions of section 17 (12) of Act No.60 of 1993 and Regulation 15 (1) and 15 (2) of the International Air Regulations, 1994, it is hereby notified for general information that the applications, detail of which appear in the Schedules hereto, will be considered by the International Air Services Council (Council) representation in accordance with section 16(3) of the Act No. 60 of 1993 and regulation 25(1) of International Air Services Regulation, 1994, against or in favour of an application, should reach the Chairman of the International Air Services Council at Department of Transport, Private Bag X 193, Pretoria, 0001, within 28 days of the application hereof. It must be stated whether the party or parties making such representation is / are prepared to be represent or represented at the possible hearing of the application.

APPENDIX II

(A) Full name, surname and trade name of the applicant. (B) Full business or residential address of the applicant. (C) Class of licence applied for. (D) Type of International Air Service to which application pertains. (E) Category or kind of aircraft to which application pertains. (F) Airport from and the airport to which flights will be undertaken. (G) Area to be served. (H) Frequency of flight

(A) Africa Charter Airlines CC; Africa Charter Airline. (B) Hangar L1 South, 3-6 Atlas Road, 2nd Floor, R1 Building, Denel North, OR Tambo International Airport. (C) Class II; I/N208. (E) Category A1. (F) OR Tambo International Airport. (G) and (H) **Changes to the Management Plan:** Fungai Mutandiko replaces Clinton as the Responsible Person: Aircraft.

BOARD NOTICES • RAADSKENNISGEWINGS

BOARD NOTICE 158 OF 2016**ROAD ACCIDENT FUND ACT, 1996
(Act No. 56 of 1996)****ROAD ACCIDENT FUND REGULATIONS, 2008**

The Chief Executive Officer, duly authorised by the Board of the Road Accident Fund, acting in terms of regulation 5(2) of the Road Accident Fund Regulations 2008, made under section 26 of the Road Accident Fund Act, No. 56 of 1996, hereby gives notice of the adjustment of the medical tariff provided for in section 17(4B)(b), first published in GN R. 711 in *Government Gazette* 31249 of 21 July 2008; and amended by BN 106 published in *Government Gazette* 35449 of 22 June 2012; and by BN 130 published in *Government Gazette* 36592 of 28 June 2013; and by BN 53 published in *Government Gazette* 37653 of 23 May 2014; and by BN 107 published in *Government Gazette* 38803 of 22 May 2015.

ADJUSTMENT OF TARIFF

1. The tariff provided for in section 17(4B)(b) is adjusted with effect from 1 August 2016 by increasing the tariff by 13.1 %.
2. The adjustment provided for in paragraph 1 above applies to claims that have not been finally determined by settlement or judgment on the day of publication of this notice.

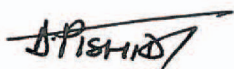
BOARD NOTICE 159 OF 2016

FINANCIAL MARKETS ACT, 2012

AMENDMENTS TO THE JSE LISTINGS REQUIREMENTS

I Dube Phineas Tshidi, Registrar of Securities Services, hereby give notice under section 71(3)(c)(ii) of the Financial Markets Act, 2012 (Act No. 19 of 2012) that the amendments to the JSE Listings Requirements have been approved. Please be advised that the listings requirements are available on the official website of the Financial Services Board (www.fsb.co.za) and the website of the market infrastructure (www.jse.co.za).

The amendments come into operation on **24 October 2016**.



D P TSHIDI

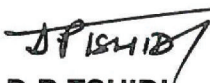
REGISTRAR OF SECURITIES SERVICES

BOARD NOTICE 160 OF 2016
FINANCIAL MARKETS ACT, 2012

AMENDMENTS TO THE JSE DEBT LISTINGS REQUIREMENTS

I, Dube Phineas Tshidi, Registrar of Securities Services, hereby give notice under section 71(3) (c) (ii) of the Financial Markets Act, 2012 (Act No. 19 of 2012) that the amendments to the JSE Debt Listings Requirements have been approved. Please be advised that the listings requirements are available on the official website of the Financial Services Board (www.fsb.co.za) and that of the market infrastructure (www.jse.co.za).

The amendments come into operation on **24th October 2016**.


D P TSHIDI

REGISTRAR OF SECURITIES SERVICES

BOARD NOTICE 161 OF 2016**FINANCIAL MARKETS ACT, 2012****PROPOSED AMENDMENTS TO THE JSE EQUITIES RULES:
PUBLICATION FOR COMMENT**

I, Dube Phineas Tshidi, Registrar of Securities Services, hereby give notice under section 71(3) (b) (ii) of the Financial Markets Act, 2012 (Act No. 19 of 2012) that the proposed amendments to the JSE Equities Rules have been published on the official website of the financial services board (www.fsb.co.za) for public comment. All interested persons who have any objections to the proposed amendments are hereby called upon to lodge their objections with the Registrar of Securities Services at the following email address: Michael.Kabai@fsb.co.za within a period of 14 days from the date of publication.

**D P TSHIDI****REGISTRAR OF SECURITIES SERVICES**

Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001
Contact Centre Tel: 012-748 6200. eMail: info.egazette@gpw.gov.za
Publications: Tel: (012) 748 6053, 748 6061, 748 6065